REPORT RESUMES

ED 017 038 CG 001 807

PUPIL PERSONNEL SERVICES. CAPS CURRENT RESOURCES SERIES.
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THIS PUBLICATION IS ONE OF A SERIES ON CURRENT RESEARCH AND RESOURCES COMPILED BY THE COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER. EMPHASIS IS UPON LITERATURE COVERING THE TOTAL PUPIL PERSONNEL PROGRAM EMBRACING SUCH TOPICS AS PHILOSOPHY, LEGAL IMPLICATIONS, ORGANIZATIONAL PATTERNS, AND GOALS. FUTURE PUBLICATIONS WILL REVIEW LITERATURE DEALING WITH SPECIFIC PUPIL PERSONNEL PROFESSIONS AND SPECIALTIES. RESUMES OF THE SELECTED LITERATURE SUGGEST THE MAIN ISSUES IN THE TOTAL PROGRAM AND THE VARIETY OF AVAILABLE MATERIALS. THE ABSTRACTED RESOURCES ARE INDEXED BY SUBJECT AND AUTHOR. PROCEDURES FOR OBTAINING COMPLETE DOCUMENTS ARE EXPLAINED. (NS)

CURRENT RESOURCES

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CAPS CURRENT RESOURCES SERIES

PUPIL PERSONNEL SERVICES

compiled by

Garry R. Walz
and
James L. Lee

April 1968

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ERIC
Counseling and Personnel Services Information Center
University of Michigan
611 Church Street
Ann Arbor, Michigan

CG 001 807

PUPIL PERSONNEL SERVICES

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PREFACE

None of the personnel professions can operate in a vacuum. The trend has been toward increased interprofessional cooperation in the provision of personnel services in the schools.

In dealing with the literature on pupil personnel services, two possible approaches emerge. The first approach is to identify literature dealing with separate and separable topics such as the roles, preparation, and standards of each individual profession. A second approach is to identify literature with impact and meaning for the total pupil personnel program, embracing such topics as philosophy, legal implications, organizational patterns, and goals.

In this publication, we have chosen to focus on the total pupil personnel program. This decision was made because we thought it imperative to deal first with the broad parameters of the field. Subsequent indexes published by our Center will concentrate on the identification of substantive literature for each of the pupil personnel specialties.

A variety of informational sources were searched for this publication. Among these were Research in Education, Education Index, Psychological Abstracts, Dissertation Abstracts, and the CAPS information bank. A large number of very useful documents submitted by personnel workers in response to our request for materials is also included.

While our search was both intensive and extensive, we are aware that some documents were not included. For a variety of reasons, it was not possible to obtain all the materials we desired to include. This index is, therefore, selective rather than comprehensive. It can best be used in conjunction with other information tools. In future revisions of this index, we will be especially alert to those relevant materials we may have inadvertently omitted.

The purpose of this publication is to make the user aware of (1) a variety of available information sources concerned with pupil personnel services, and (2) the broad spectrum of problems and issues in this area. The references included here, while not reflective of all viewpoints, are indicative of the current thinking in the field. They identify not only the issues and problems but also the nature of the dialogue. By using this publication, the reader can identify and examine some of the main currents in this field.

This is the first in a number of publications in the pupil personnel services area. In future publications, we will be more concerned with the analysis of the theory and practice of pupil personnel work and the development of models. Suggestions for additional resources and/or ideas for topics to be covered in the pupil personnel area are welcome.

Garry R. Walz
James L. Lee

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INTRODUCTION

This publication is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS). The series has been planned to assist personnel workers in the identification and retrieval of informational resources in areas where there is both an expanding knowledge base and identified personnel worker need for increased informational materials.

Several characteristics of *CRS* deserve special emphasis. *First*, the coverage of each publication is tailored to the topic. Some topics will provide an extensive coverage of basic and applied research sources while other topics will lead to greater use of philosophical and humanistic documents and publications. Basic to all topics, however, is a search strategy which includes an intensive examination of *Research in Education* and core psychological and guidance journals. A *second* major characteristic of *CRS* is that each publication is designed to facilitate user searches. Two indexes, an extensive subject index based on ERIC descriptors and an author index, enable the user to search the contents of each volume rapidly and thoroughly. A *third* characteristic is the inclusion of an abstract for every document indexed in each volume. The presence of the abstract both adds to the user's knowledge in a given area and provides a useful tool for the judicious selection of full documents when the abstract is insufficient. An important *fourth* characteristic is the relatively easy access to, and retrievability of, all documents indexed in *CRS.* A large number of the documents are available at comparatively low cost from the ERIC documents Reproduction Service (EDRS), either on microfiche or in hard copy. On more generally available resources, full bibliographic entries are provided so that they may be ordered directly from the publication source.

The uses of *CRS* are legion. It can be used as the first step in the search phase of a research project; a means of analyzing informational trends in a topical area; a tool for browsing in new information areas or as a means of regularly updating knowledge acquisition on a topic of continuing interest. Other uses may readily be apparent to you as you use the index. The first six publications are devoted to the following topics: Information Systems; Pupil Personnel Services; Group Process in the Personnel Services; Student Climate; Decision Making; and New Media and Simulation.

Additional publications focused on other topics will be introduced as new information becomes available. Existing *CRS* publications will also be regularly updated through the distribution of supplementary materials.

Each CRS publication is intended to be usable by itself. However, the optimum use of each is as one part of a local information system organized to meet the information needs of major user subgroups in a given locale or unit. Through other CAPS publications and consultation with local units, CAPS is striving to assist others in the more efficient utilization of knowledge. Inquiries about available publications and services are welcome.

Suggestions and/or reactions regarding this publication or ideas for new publications are eagerly solicited.

Garry R. Walz
Director

CURRENT RESOURCES SERIES

The CAPS Current Resources Series is designed to meet the needs of personnel workers and those interested in personnel work for current research and resource information.

Topic Selection

Each individual publication within the Current Resources Series focuses on a topic of interest to a large number of users. These specific topics are selected using three types of data. First, the CAPS staff surveys both the CAPS Collection and the total ERIC Collection for indications of information trends. Also, the letters of inquiry received at CAPS are analyzed to determine the current information concerns of our users. Finally, special subject matter consultants who are external to the Center are consulted to gain further insights concerning our users' information needs. The information gained from these three sources, the CAPS and ERIC document collections, users inquiries, and consultants suggestions, forms the guidelines for the final selection of Current Resources Series topics.

Comprehensive of Information Search

Once the topics for the Current Resources Series have been determined, a comprehensive search for information on these specific topics is initiated. For this publication, several major collections were searched. First, the total ERIC microfiche file was searched. This includes all issues of *Research in Education*. The second collection included in the search was the CAPS collection. This includes all CAPS materials which have been abstracted and indexed but have not been submitted to the Central ERIC collection. Two other CAPS resources, the CAPS book collection of about 800 volumes and the CAPS journal collection of about forty journals which are either personnel journals or behavioral science journals containing information relevant to personnel work, were searched.

A special search was made for this publication by requesting materials about pupil personnel services from state supervisors of personnel services and directors of pupil personnel programs in large counties and cities. We wish to express appreciation to these people for the help they gave in the development of this publication.

Also, a comprehensive search of *Dissertation Abstracts* was made to identify those dissertations on the area of pupil personnel services.

We would like to express appreciation to University Microfilms, Inc. for permitting us to reproduce the abstracts of these dissertations in this publication.

ORGANIZATION OF CURRENT RESOURCES SERIES

Resume Section

The Resume Section contains information about each of the documents reported in this publication. The resumes are divided into five sections. These sections are (1) ERIC Document Resumes and (2) CAPS Document Resumes, arranged in numerical order by accession number, and (3) Dissertation Abstracts, (4) Book Resumes and (5) Journal Resumes, arranged alphabetically by author.

1. ERIC Documents - The first resumes to appear in this section are documents which have been completely abstracted and indexed for the central ERIC collection. These documents are available in either hard copy or microfiche from the ERIC Document Reproduction Service. These resumes are clearly identifiable by the ED Accession Number.

Sample ERIC Resume

CG 000 176 ED 012 931

7
Shumake, Franklin
Pupil Personnel Services Seminar, A Summary.
Georgia State Department of Education, Atlanta
15 Nov 66
MF-$0.18 HC-$3.56 86P.

*Student Personnel Services, *Counselors, *Social Workers, *Psychologists, *Academic Education, Staff Role, Administrative Organization, Seminars, Speeches

The five major areas covered by a seminar on Pupil Personnel Services, sponsored by the Georgia State Departments of Education in June, 1966, are summarized. Papers were presented, and a panel reacted to the following: (1) The pupil personnel concept, (2) the counselor on the pupil personnel staff, (3) the social worker on the pupil personnel staff, (4) the school psychologist on the pupil personnel staff, and (5) the administration of pupil services. The papers and the panel discussions (both reprinted) dealt with the educational training of different pupil personnel specialists,

specialists, specific problems of three specialists in the state of Georgia, and the role of pupil personnel services in terms of a total instructional program. (SK)

2. CAPS Documents - The second resumes in the Resume Section are materials which have been indexed and abstracted or annotated. These materials are available in hard copy from the CAPS Center. CAPS resumes are clearly identifiable because they have only a CG Accession Number.

Sample CAPS Resume

31 CG 000 428

New Models and Techniques in Career Guidance.
Boynton, Ralph E.
Pittsburgh Univ., Pa.
12P.

*High School Students, *Career Planning, Information Processing, *Systems Approach, Models, Student Seminars, Discussion Groups, Computer Oriented Programs, Work Experience Programs, *Vocational Counseling,

A model for a career guidance system that appears to effect positive change for students, schools, and the community is presented. There are four phases to the model, one for each year the student is in high school. The student's skills, aptitudes, interests, intelligence, and achievements are determined at initial fact gathering sessions. This information is stored in a computer. The student may obtain information from the computer about grades, courses taken, and college acceptance. The counselor receives a copy of all such sessions. Students are assigned by the computer to discussion groups which focus on the selection of occupational objectives. Career seminars provide the students with opportunities to talk with representatives of careers in which they have an interest. Where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community. (SK)

3. Dissertation Abstracts - These abstracts are arranged alphabetically by author. Complete copies of these dissertations are available in either microfilm or hard copy from University Microfilms, Inc. When ordering these dissertations, author, title and L. C. Card Number should be used. The price of microfilm and hard copy is indicated on the abstract.

Sample Dissertation Abstract

23. "Administration of Pupil Personnel Services in Kentucky," (L. C. Card No. Mic 60-629), Charles Ambrose, Ed. D., University of Kentucky, 1957.

The purpose of the study was to evaluate the administration of pupil personnel services in Kentucky. The services were selected and then divided into seven critical task areas: attendance and census, pupil adjustment, guidance, health service, assessing pupil progress, pupil activity programs and the program for the exceptional child. The areas were evaluated by using the criteria set forth in this study as being administratively desirable. This criteria was established by a study of the literature in the field and the opinion of twelve field workers in the pupil personnel service from eight different states. Data on the administration of the pupil personnel service was obtained by interviews in thirty selected school districts, of the two hundred and twenty-four, in the state. The interviews were conducted according to a schedule incorporating the criteria advocated in the areas of administrative responsibility for the pupil personnel services, etc.

Microfilm $3.20; Xerox $11.05   245 pages.

4. Book Resumes - This section contains abstracts or annotations of books or sections of books. These references are available from the original source only.

5. Journal Article Resumes - Journal Articles have either been annotated or appear with author abstracts. They are available from the original source only. The resume for the journal article indicates the source of each article.

Sample Journal Article Resume

43. Bordin, Arthur M., "Research Frontier, A Proposal for New Bibliographic Tools for Psychologists," Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 193-197.

The number of bibliographies in the field of psychology is rapidly increasing. A system for developing a bibliography of psychology-related bibliographies is devised and applied. (JR)

Subject Index Section

The Subject Index Section contains an alphabetical listing of subject headings with appropriate resume numbers and titles listed under each heading. The user may scan titles to identify those documents of greatest interest and then use the resume number to enter the Resume Section for further information about the document and document availability.

The user is encouraged to use a multiple search strategy. When searching for information, it is desirable to search more than one term. When initiating his search, the user may want to scan the subject index to develop an overview of the types of subject headings which are being used. Then, when searching for specific titles, he will want to enter the subject index through several subject headings.

Sample Subject Index Entry

COUNSELORS

(24)	The Computer in Educational Research and Its Implications for the Counselor
(54)	Information and Counseling: A Dilemma
(56)	A Review of Literature as a Service to Teachers
(59)	Three Dimensions of Counselor Encapsulation
(60)	High School Counselors and College Information
(61)	A Professional Approach to the Information Function in Counselor Education
(73)	Ideology and Counselor Encapsulation
(79)	The Impact of Information Systems on Counselor Preparation and Practice
(80)	Data Processing in Counselor Education

Author Index Section

The Author Index Section contains an alphabetical listing of authors with appropriate resume numbers and titles listed under each author. Using the resume number, the user may enter the Resume Section for further information about the document and about document availability.

Sample Author Index Entry

BOROW, HENRY

(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research.

(44) Research Frontier, Information Retrieval: A Definition and Conference Report.

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RESUME SECTION

ERIC RESUMES

1 CG 000 019 ED 010 892

Roggenkamp, Janice
Illustrative Action Programs
Illinois State Off. Supt. Pub. Instr. , Springfield
1966
MF-$0.09 MF-$0.52 13P.

*Counseling Programs, Test Interpretation, *Guidance Programs, Student Evaluation, *Inservice Teacher Education, *Parent Teacher Conferences, Parent Teacher Cooperation, Group Counseling, Reading Programs, Classroom Guidance Programs, Parent Attitudes, Occupational Information, Consultants, Springfield

This report summarizes some of the counseling practices employed in various demonstration centers. Students were assisted through individual and group counseling. In one center, successful test interpretation interviews resulted from a comparison of students' estimated test results and actual test results. Students learned of occupations through resource speakers and studies of job field. In one library, information was used to establish "World of Work" and "About Myself" sections. Counselors also helped to organize extracurricular activities and to solve student problems. Through consultation with counselors, teachers were assisted in becoming more accepting and in solving grouping, placement, and discipline problems. A guidance program in one center developed forms to facilitate teachers' understanding and evaluation of pupils. Interstaff communication was improved in one school when teachers exchanged classes for a day. A successful inservice program was based on a poll of what teachers desired to learn. Other inservice programs helped teachers gather information about pupils and organize parent-teacher conferences. One counselor group helped teachers organize a three-session parent-teacher conference program which served to help both teacher and parent to understand the child better, acquaint parents with the school's program, bring the parents and teacher together and improve public relations. This is one of the reports from the Zion Conference and the Elementary School Demonstration Centers included in "Elementary School Guidance in Illinois." (PS)

2 CG 000 020 ED 010 893
Waterloo, Glenn E.
A Guide to Pupil Personnel Services in the State of Illinois
Illinois State Off. Supt. Pub. Instr., Springfield
1965
MF-$0.09 HC-$0.88 22P.

*Interprofessional Relationship, Superintendent Role, Guidance Objectives, Attendance Services, Guidance Services, School Health Services, School Psychologists, School Social Workers, *Student Personnel Services, Springfield

Pupil Personnel Services are essential for a broadly based, comprehensive program of instruction for all children. The basic considerations related to the coordination and effectiveness of pupil personnel services, as defined in the policy statement of the Council of Chief State School Officers, are outlined. Both the superintendent and the principal play a vital role in the development of pupil personnel services. Administrators must evaluate the facilities of the community and the needs of the students, and then develop guidelines of organization for pupil personnel services. Pupil personnel services must be carefully interpreted, integrated into, and accepted in the interdisciplinary pattern of the school. Some devices which help establish and strengthen interprofessional relationships are meetings (case conference, Orientation meetings), written materials (manuals of rules, written job analyses), and research. Close coordination of pupil personnel services with community agencies and professional individuals in imperative. The functions and objectives of attendance, guidance, school health, school psychological, and school social work services are described. The main aims of the recently created Interprofessional Research Commission on Pupil Personnel Services are discussed. (PS)

3 CG 000 067 ED 011 386
Perrone, Philip A. * Gilbertson, Carlyle W.
A Research Approach to Establishing Pupil Services. (Speech at the American Personnel and Guidance Association Convention, Dallas, Texas, March, 1967).
American Personnel and Guidance Assn., Washington, D.C.
1967
MF-$0.09 HC-$0.84 21P.

*Research Projects, *Pupil Personnel Programs, Student Needs, Evaluation Techniques, *Program Development, Consultants, Tables (Data), Student Evaluation, *Professional Services, Behavior Rating Scales

A more comprehensive approach for determining pupil personnel and related services needed in a school system is desirable. This study took place in the Wisconsin Cooperative Education Service Agency 13 and involved 87 percent of the teachers in 30 schools. These teachers identified 2,300 pupils in need of remedial help. From this number, a random sample of 265 pupils stratified by grade level was drawn and their records were turned over to ten different pupil personnel, health, and administrative specialists. These specialists then checked one of six behavioral categories (Rice, 1963) typifying each pupil's behavior and indicated what should be done by members of the various specialties for the pupil. The pupil and teacher information, the specialist's treatment of this information and a survey of the personnel and related services of the schools and communities were then turned over to five consultants for review. The consultants then met with the investigators and the agency coordinator to develop general guidelines for the school program and for formulation and implementation of the program, and to determine the pupil personnel team composition, its cost, and the coordination of its members. (PS)

4 CG 000 108 ED 011 677
Blocks to Learning, Plans for the Future of the Division of Pupil Personnel Services.
Rochester City School District, New York
Mar 66
MF-$0.09 HC-$1.20 30P.

*Pupil Personnel Services, *Elementary School Guidance, *Counseling Programs, School Organization, *Administrative Change, Interprof. Res. Comm. on Pup. Pers. Svs.

The Rochester School District, New York, offers a proposed plan for the reorganization of their pupil personnel services. An appraisal of the present services showed that overlap and lack of coordination were among the major problems along with a shortage of necessary personnel. On an experimental basis, counselors of various training backgrounds were placed in five elementary schools on a full-time basis. Evaluation of this program showed the principals in the schools favored a full-time counselor over part-time pupil personnel workers like a psychologist or a social worker. Supervision of the counselors was planned to take place in group meetings and through co-workers interaction. The proposed plan reorganizes the services into four departments with specialists in child development, guidance, attendance and record keeping, and psychological and social work services. The duties and responsibilities of each department are detailed. (NS)

5 CG 000 236 ED 012 076
Shaw, Merville C. * Tuel, John K.
A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools. (Guidance Research Project Monograph 1).
Chico State College, California
Jul 65
MF-$0.18 HC-$4.48 112P.

*Guidance Services, *Group Guidance, Research Project, *Schematic Studies, Parents, Counselors, Educational Attitudes, Teachers, *Counselor Role, Group Counseling, Models, University of California, Los Angeles

The need to define the role of the guidance services is the basis for the three-year study. The major hypothesis is that guidance specialists can enhance learning more effectively through intervention in the learning environment of children than through direct remedial approaches to children themselves. The model uses an approach to guidance activities involving an emphasis on providing services primarily to teachers and parents. The basic research aspect will involve the collection of the national school population. The action research will involve the operation of demonstration centers in public schools at each level. Only 21 selected schools will be involved so that implementation of the overall conceptual model will be executed as fully as possible under local circumstances. Selected guidance specialists serving these schools will be given intensive training at summer workshops held at the University of California, Los Angeles. Beginning in 1964 they will devote about four hours a week to conducting group sessions with parents. The next year, group work with teachers will be added. Assessments of a wide spectrum of variables will be conducted as specified points throughout the study. (AO)

6 CG 000 169 ED 012 473
Eckerson, Louise Omwake * Smith, Hyrum M.
Scope of Pupil Personnel Services.
U. S. Dept. of Health Educ., and Welfare, Washington, D. C.
1966
Document Not Available from EDRS

*Student Personnel Services, *School Services, *Guidance Services, *Social Workers, *Psychological Services, Attendance Officers, Medical Services, Psychiatrists, Speech Therapy, Counseling Services, Secondary Schools, National Institute of Mental Health, Guidelines, IRCOPPS, Elementary and Secondary School Act

Part I of this pamphlet describes the Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS), which was started in 1962, by the Office of Education and financed by the National Institute of Mental Health for a five year program. The rest of the pamphlet deals with statistics and specific Pupil Personnel Services. Of the 60,000 full-time-equivalent Pupil Personnel specialists in public schools, 27, 180 secondary school counselors engage in private counseling, group counseling, consultations, placement, and evaluation. The major advantage held by the 2,254 school social workers is their knowledge of, and entry into, the community's social resources. Seventy-six percent of the schools have speech and hearing services to aid those children (five percent) with communication disorders. Other services are the psychological, psychiatric, nursing, other medical, and attendance. The forecast for pupil personnel services is that (1) it will be improved with higher standards for personnel, (2) universities will extend interdisciplinary program, (3) certification will include internship rather than teaching experience, (4) aides will be used for subprofessional functions, and (5) research will be increasingly used. (PR) This document is available as FS5.223/23045, for $0.35 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

7 CG 000 176 ED 012 931
Shumake, Franklin
Pupil Personnel Services Seminar, A Summary.
Georgia State Department of Education, Atlanta
15 Nov 1966
MF-$0.18 HC-$3.56 86P.

*Student Personnel Services, *Counselors, *Social Workers, *Psychologists, *Academic Education, Staff Role, Administrative Organization, Seminars, Speeches

The five major areas covered by a seminar on Pupil Personnel Services, sponsored by the Georgia State Department of Education in June, 1966, are summarized. Papers were presented, and a panel reacted to the following/ (1) the pupil personnel concept, (2) the counselor on the pupil personnel staff, (3) the social worker on the pupil personnel staff, (4) the school psychologist on the pupil personnel staff, and (5) the administration of pupil services. The papers and the panel discussions (both reprinted) dealt with the educational training of different pupil personnel specialists, specific problems of three specialists in the state of Georgia, and the role of pupil personnel services in terms of a total instructional program. (SK)

8 CG 000 774 ED 012 953
Roeber, Edward C.
Reactions of Pupil Personnel Workers to Selected Situations.
Michigan Univ., Ann Arbor, IRCOPPS
1967
MF-$0.18 HC $2.96 74P.

*Student Personnel Work, *Intergroup Relations, Multiple Choice Tests, Surveys, *Test Construction, Student Problems, Methods, *Research Opportunities, *Reactive Behavior, Counselors, School Nurses, School Social Workers, Psychologists, Pupil Personnel Workers Situation Survey Plan

The Pupil Personnel Workers Situational Blank (PPWSB) tested the reactions of 46 counselors, nine psychologists, 37 social workers, and 52 nurses from a midwestern city school system to selected pupil problem situations. For 10 situations, those tested indicated three choices each of "What should be done" and "Why it should be done" from 15 statements in each category. Intergroup comparisons were made on frequency of selection and of methods and reasons selected by 50 percent or more of each group of participants. Choices at all levels were oriented toward diagnosis. Teamwork responses were not chosen by a majority in any group. The following hypotheses may be worthy of study/ (1) approaches do not differ significantly whatever the combination of pupil personnel workers, (2) each group tends to gravitate towards a particular method, (3) emphases implicit in programs of preparation give each group distinctive approaches, (4) specialists work in isolation, and (5) if students from all specialties were brought together in a personnel practicum and if relationships were encouraged on the job, specialists would use each others expertise to better advantage. (PS) (This document is Part II of Professional Characteristics and Functions of Selected Midwestern Pupil Personnel Workers, Interprofessional Research Commission on Pupil Personnel Services, Research Report I).

9 CG 000 777 ED 012 954
Maple. Frank F.
The Visiting Teacher Service in Michigan.
Michigan Univ., Ann Arbor, IRCOPPS
1967
MF-$0.18 HC-$4.24 106P.

*School Social Workers, Statistical Surveys, Student Personnel Services, *Questionnaires, Referral, Interaction, *Professional Services, Professional Training, *Individual Characteristics

A 200 item Visiting Teacher (VT) Questionnaire was developed to gain general knowledge about the status, emphases, and practices of the Michigan Visiting Teacher Program. The Questionnaire divisions were/ (1) background information and general characteristics of the VT program in which teachers were engaged, (2) the nature of VT service of VT service in three of the VT's schools, (3) the appropriateness of certain pupil problems for VT referral, and VT participation in certain school and community activities, and (4) suggestions for improvement of the VT program. Upon receiving responses from 263 visiting teachers, a second questionnaire was sent to 25 principals, 25 teachers, and 24 diagnosticians selected from the school systems of responding visiting teachers. Results are summarized, converted to percentages, and interpreted on a non-statistical inspection basis. The conclusions indicate (1) disagreement about role expectations for visiting teachers among principals, teachers, and diagnosticians, (2) few efforts by VT's to influence the school's organizational pattern, (3) little provision of specific consultative services which meet the identified needs of teachers, and (4) little evidence of preventative activities by practitioners. A copy of the questionnaire is appended. (PS) (Part III of Professional Characteristics and Functions of Selected Midwestern Pupil Personnel Workers, Interprofessional Research Commission on Pupil Personnel Services, Research Report 1).

CAPS RESUMES

10 CG 000 331
Perrone, Philip A. * Gilbertson, Carlyle W.
Developing Pupil Personnel Services-A New Approach
11P.

*Student Personnel Services, Program Development, Behavioral Problems, Public Schools, Cooperative Educational Service Agency 13, Wisconsin, Research Studies

Teachers identified and described pupils whom they felt would have a better learning experience within the classroom if additional information were known about these pupils. A random sample of cases presented to pupil personnel and related services specialists resulted in recommendations as to the service each pupil would require. A classification of the pupil's behavior was based on the teacher's description. In rank order, emotional, social, motivational, and intellectual problem categories were identified most frequently, with physical and moral problem categories identified infrequently. Five specialists favored retaining the children in the present classroom, and four recommended removal. The following implications resulted from analyzation of the specialists' recommendations/ (1) an adequate record system is needed, (2) teacher involvement is critical, (3) reduction in teacher-pupil ratio is necessary, (4) an interdisciplinary approach is required, and (5) continual evaluation of the program is needed. Based on the above data, an educational consultant team suggested the following pupil personnel services for schools: (1) a pupil personnel team, (2) secretarial help for this team, (3) a program developed in stages, and (4) a resource team to serve in an advisory and evaluative capacity. (VL)

11 CG 000 571
Hogard, R. W.
Guidelines for Pupil Personnel Services in Area Vocational-Technical Schools in Kansas
Kansas State Board of Vocational Education, Topeka
6P.

*Student Personnel Services, *Vocational Education, *Technical Education, Qualifications, Admission (School), Counseling, Community Resources, Vocational Followup, Dropout Rehabilitation, Student Research, *Counselor Functions, Job Placement

The area vocational-technical schools in Kansas were created to serve the needs of youth not planning a college career program. The pupil personnel administrators in these schools must meet counselor certification standards and have two years work experience outside the educational field. Ten specific responsibilities of the counselors in vocational-technical schools which are listed emphasize vocational guidance and followup. (NS)

12 CG 001 246
Garramone, Harriet
Community Agencies and Pupil Personnel Work-Manual for Inservice Television Course
New York City Board of Education
1965
47P.

*Student Personnel Workers, Student Personnel Services, *Inservice Education, *Community Resources, Manuals, *Instructional Television

This manual accompanies an in-service television course developed by the New York City Schools. The 15 session course presents community resources which are available to pupil personnel workers. Agencies of family service, mental health, recreation, and other areas are described. The manual includes discussion questions for workshop sessions scheduled to follow each television presentation. (NS)

13 CG 001 513
The Team Approach in Pupil Personnel Services
Connecticut State Department of Education
June 1955
40P.

Professional Training, *Interprofessional Relationship, School Social Workers, School Psychologists, Counselors, *Student Personnel Services

A discussion of the training and activities of school social workers, psychologists, and counselors is presented. An organization of pupil personnel services with a team approach is emphasized. The three professional groups have many common characteristics which allow them to work well as a team within the school program. (NS)

14 CG 001 517
Connecticut Laws Concerning Pupil Personnel and Special Educational Services
Connecticut State Dept. of Education
1965
57P.

*State Laws, Educational Legislation, State Agencies, *Student Personnel Services

This document identifies the Connecticut laws which apply to the administration, organization, and operation of special services in schools. There is also a brief description of the organization of the Bureau of Pupil Personnel and Special Educational Services in the Connecticut State Department of Education. (NS)

15 CG 001 520
Guidelines for Pupil Personnel Services in the Elementary School
California State Department of Education
1967
64P.

*Guidelines, Program Guides, *Student Personnel Services, *Elementary Schools, Interprofessional Relationship, Program Development, Program Evaluation

These guidelines for pupil personnel services in elementary schools emphasize the similarity in function of the various specialists. The objectives and development of pupil personnel programs in large and small school districts are discussed. Guides for program evaluation are also included. Role definitions of the various pupil personnel specialists and selections from the California Education Code are appended. (JR)

16 CG 001 523
Wagner, Elmer E.
Legal Implications of Duties Performed by Pupil Personnel Workers Employed in California Public Schools
California State Department of Education: Los Angeles County
Nov 66

State Laws, Student Personnel Workers, Legal Responsibility

Duties performed by pupil personnel workers in California which may have legal implications are explored. Emphasis is placed on avoiding legal involvement through knowledge of prior judicial decisions and opinions. A lack of cases involving pupil personnel workers and their performance of duties directly, places such persons in an uncertain position. But evidence in this study indicates a certain privileged position in California. (NS)

17 CG 001 613
Copple, C. R.
Pupil Personnel Services in Rural Areas
Eastern Montana College, Billings
1968
8P.

*Student Personnel Services, Rural Schools, Surveys

Results of a 1967 survey of pupil personnel services in Northern Montana show the bulk of the services being performed by the schools administrators and teachers. The counselor and the nurse are primarily the specialists in this rural area. Community resources and additional specialists are needed, so are state certification standards and increased preparation programs in Montana Colleges. (NS)

18 CG 001 720
Stiller, Alfred * Wing, Lucy * Zimpfer, David
Issues and Recommendations Basic to the Certification and Education of Pupil Personnel Workers in New York State--A Position Paper of the New York State Personnel and Guidance Association
New York State Personnel and Guidance Association
8P.

*Student Personnel Workers, Student Personnel Services,
*Professional Training, Certification

There is evidence that most pupil personnel workers are used at less than maximum effectiveness because of the lack of coordination in present services. A recognition of commonality of philosophy and function in dealing with people would permit greater flexibility in the use of personnel. In considering certification of pupil personnel workers, a common core of basic preparation should be established. This core could be the lower level of preparation, primarily technical for support workers. At the upper levels of preparation, professional specialization would be recognized. Further recommendations in this position paper are that teaching requirements for counselors be reexamined and that applicants for certification be endorsed by their preparation institutions. (NS)

19 CG 001 723
Flanders, Robert E. * Jackson, Willathea G.
Organization of Pupil Personnel Council in a Shared Services Project
Georgia State Department of Education
15P.

*Student Personnel Services, *Student Personnel Workers,
*Staff Meetings

A description of the rationale and basic procedures of organizing a pupil personnel counsil are presented. The council should be composed of pupil personnel workers in the school system. Case conferences, consultation with administrators, procedural decisions, are among the possible activities of such a council. (NS)

20 CG 001 724
Green, Jerald E.
Strategies for Educational Change in Pupil Personnel Services
Kent State University, Ohio
1966
47P.

*Student Personnel Services, Social Change, *Educational Change, *Research Needs, *Research Utilization, Data Processing, Government Role

Education and social change are closely linked, but changes in education are usually slow. Recent conferences and publications have considered strategies for planned change to meet current societal needs. A major area studied is pupil personnel services. The focus of IRCOPPS and other projects on a unity in services suggests an important direction of change. Increased research, data processing, and government funding are main factors encouraging change in pupil personnel services. (NS)

21 CG 001 725
Sorenson, Eugene * Menefee, Don
Pupil Personnel Services: A Guideline for Oregon Schools
Oregon State Dept. of Education
Jun 67
30P.

*Student Personnel Services, *Student Personnel Workers, *Program Guides, Administrator Guides, Community Resources, *Program Organization, *Program Descriptors, Role Clarification

This booklet is designed as a guideline for local school administrators in Oregon to aid them in the administration of specialized school services, services included in the pupil personnel services program, pupil personnel services in elementary schools, and trends in the field are discussed. A table presents examples of pupil personnel program organization. The qualifications, responsibilities, and duties of each pupil personnel staff member are outlined. Community personnel and agencies which can serve as supporting resources are listed. Suggestions given for implementation of a pupil personnel program provide information about conducting preliminary studies, introduction of a pupil personnel worker, in-service education, sources of financial aid, and sources of research information which is helpful in maintaining an up-to-date program. (PS)

22 CG 001 785
Responsibilities of State Department of Education for Pupil Personnel Services
Council of Chief State School Officers, Washington, D. C.
1960
25P.

*Student Personnel Services, *Policy, *State Standards, Federal State Relationship, *Objectives, *Staff Role, Community Resources

This policy statement of responsibilities of State Departments of Education for pupil personnel services was issued by the Council of Chief State School Officers. The role of pupil personnel services is considered in the context of a democratic society. General guiding principles for the pupil personnel services in relation to state departments of education are presented. Objectives of pupil personnel services are defined. Functions are group according to promotional procedures, organizational procedures, development and improvement, and evaluation and interpretation. Basic considerations are made concerning the coordination and effectiveness of pupil personnel services. The functions of each of the following pupil personnel services are delineated--attendance services, guidance services, school health services, school psychological services, and school social work services. The responsibilities of state departments of education in relation to each of these services are listed. Illustrations of supporting resources available in the community for pupil personnel services are given.

DISSERTATION ABSTRACTS

23. "Administration of Pupil Personnel Services in Kentucky," (L. C. Card No. Mic 60-629), Charles Ambrose, Ed. D., University of Kentucky, 1957.

The purpose of the study was to evaluate the administration of pupil personnel services in Kentucky. The services were selected and then divided into seven critical task areas: attendance and census, pupil adjustment, guidance, health service, assessing pupil progress, pupil activity programs and the program for the exceptional child. The areas were evaluated by using the criteria set forth in this study as being administratively desirable. This criteria was established by a study of the literature in the field and the opinion of twelve field workers in the pupil personnel service from eight different states. Data on the administration of the pupil personnel service was obtained by interviews in thirty selected school districts, of the two hundred and twenty-four, in the state. The interviews were conducted according to a schedule incorporating the criteria advocated in the areas of administrative responsibility for the pupil personnel services.

The study points out that pupil personnel services in Kentucky are handicapped by:

1. 'An inadequate concept of the functions of this service among school administrators.
2. A lack of sufficient funds.
3. Small ineffective units of school administration.
4. An inadequate concept of social casework relative to working with the problem pupil.
5. A lack of community organization toward help for the pupil with a problem.

The study shows that the pupil personnel directors in the school districts of Kentucky:

1. Administer the program of attendance and census.
2. Do little toward pupil adjustment inside the administrative framework of the individual school.
3. Do little toward administration in the field of guidance.
4. Do little in the administration of the health program.
5. Do not administer the program of pupil assessment.
6. Do not coordinate the pupil activity program.
7. Do little toward administration of the program for exceptional children.

In general (with some notable exceptions) the concept of a centrally administered and broadly based pupil personnel service is not found in the school districts of Kentucky.

The major recommendations of this study for the improvement of pupil personnel services in the school districts of Kentucky are as follows:

1. An effort be made to bring together all groups interested in this problem for the purpose of studying and formulating plans for the improvement of pupil personnel services.
2. The administrative status of pupil personnel directors be clarified with regard to their duties and administrative responsibilities.
3. That small ineffective districts be merged into larger units.
4. The position of pupil personnel director be made a full time responsibility and his duties and responsibilities expanded.
5. Than pupil personnel directors be made responsible for the administration of the programs of attendance and census, pupil adjustment, guidance, health, assessment of pupil progress, pupil activity programs and the program for the exceptional child.

The study points out that the pupil personnel service in Kentucky is deficient in relationship to that advocated as being desirable. A program for improvement of this service should be advanced in the school districts of this state.

Microfilm $3.20; Xerox $11.05 245 pages

24. "The Elementary School Counselor as Perceived by Elementary School Administrators and Counselor Educators," (Order No. 67-384), Kenneth McColl Dimmick, Ed. D., University of Arizona, 1966.

Introduction. This study sought to determine the existence of differences in the manner in which the elementary school counselor is perceived by elementary school administrators and counselor educators. Four specific categories regarding the elementary school counselor, personal characteristics, professional affiliation, role and function, and professional training, were investigated by this study.

Statement of problem. Counselor educators train prospective elementary school counselors with perhaps little knowledge of what is expected of the elementary school counselor by his administrator. Elementary school administrators, on the other hand, are often unaware of the counselor educator's perceptions of the elementary school counselor. This study investigated the perceptions of these groups in a twofold manner: (1) by discovering significant differences that exist between these two groups as to their perceptions of the elementary school counselor, and (2) by identifying those areas where the two groups are in agreement regarding the elementary school counselor.

Procedure. A questionnaire was constructed consisting of 91 items relating to the four categories of the study. Following each item of the questionnaire was a line, representing a continuum were labeled, one extreme being designated "no importance" and the other as "necessary." The subjects sought, 198 counselor educators and 198 elementary school administrators, were asked to check the segment of the continuum for each item that they felt represented their perception of the elementary school counselor.

The segments of the continuum were assigned values from 0 through 7. Means and standard deviations were computed for each group on each question. Critical ratios were calculated to test for the significance of the differences between the means of the two groups on each item in each category. Coefficients of concordance were computed to test for the significance in the agreement of the rank ordering given the items in each category by the two groups.

Findings. Two hundred seventy-five of the subjects sought responded to the questionnaire. One hundred fifty-one of the respondents were counselor educators and 124 were elementary school administrators.

A statistically significant number of statistically significant differences were found in each of the categories, personal characteristics, professional affiliation, role and function, and professional training. Significant differences were also found in the relative importance of items in each category for each group.

Statistically significant agreement was found between the rank ordering of the items by the two groups in three of the four categories. Statistically significant agreement was not found, however, in the ranking of items in the category of professional affiliation, as marked by the two groups.

Forty-four of the 91 items of the questionnaire showed statistically significant differences between the mean responses of the counselor educators and the elementary school administrators.

Recommendations. This study pointed out that differences do exist in the manner in which the elementary school counselor is perceived by counselor educators and elementary school administrators. Some of these perceptual differences were identified. It would seem, however, that further research attempting to more closely identify these differences should be done. It is also recommended that research to identify the perceptions of other groups dealing with the elementary school counselor be done.

Research to attempt to determine to what extent the various aspects of personal characteristics, professional affiliation, role and function, and professional training of the elementary school counselor meet the needs of the elementary school child is also recommended.

Microfilm $3.00, Xerox $6.40   133 pages

25. "The Organization and Administration of an Experimental Secondary Guidance Program," (Order No. 64-2578), Dale McColm Harter, Ed. D., University of Southern California, 1963.

The purpose of this study was to evaluate the results of changes made in the organization and administration of guidance services in a large high school in which the guidance program was of a basic-course, teacher-counselor type. The study was experimental in design, and outcomes were considered in terms of differences in reaction among one experimental and two control groups of students.

Three changes were introduced into the existing guidance program to provide a basis for comparison: (1) the teaching load of selected teacher-counselors was curtailed; (2) the increased time made available to these teacher-counselors was utilized for increased counseling responsibilities, and (3) an extensive in-service training program was provided for the teacher-counselors selected to work with the experimental group.

The investigation was conducted over a period of one school year with freshman students from two different high schools. Three attitude-measuring instruments and the Parent Permission Survey were developed for data gathering. Scholastic achievement of both experimental and control students was compared, utilizing nationally standardized tests. A final source of data was the record of guidance conferences held with students and their parents.

Findings. The following are representative of the forty-four findings presented: (1) In three major guidance areas (personal responsibility, social orientation, and educational goals), encompassing 17 of the 23 questionnaire items in the projective device, the expressed attitudes of experimental students were more positive than those of control students. (2) The experimental group responded more favorably than did the other two groups to questions concerning the helpfulness of guidance services received. (3) Analysis of records of conferences held with experimental students and their parents revealed that (a) more time was devoted to individual counseling with experimental than with control students and (b) more conferences were held with parents of experimental than of control students. (4) Analysis of achievement test data obtained from matched pairs selected from the experimental group and the two control groups revealed that differences between sets of pairs lacked significance.

Conclusions. (1) The effectiveness of counselors and teacher-counselors can be improved through an extensive in-service training program and reduced work loads. (2) Results of the present study point the way to an improved guidance program in schools where trained guidance specialists are not available and where the schools utilize teachers as guidance workers in areas other than counseling. (3) Many of the limitations of the basic course, teacher-counselor type of guidance program can be alleviated through a reorganization of guidance services. (4) There is a relationship between the extent of guidance services rendered to high school students and the positiveness of students' attitudes. (5) The effectiveness of a guidance program, judged in terms of such subjective evaluative criteria as the attitudes of students and parents toward guidance services received, can be considerably enhanced by certain planned augmentation of the program.

Recommendations. It is recommended that (1) school districts utilize the instruments developed for this study to evaluate their own guidance programs: (2) school districts having the basic-course, teacher-counselor type of program consider the possible advantages of (a) broad in-service training for teacher-counselors, (b) a reduced teaching load for teacher-counselors, and (c) increased counseling responsibilities for teacher-counselors; (3) an investigation similar to the present study be made to compare this type of program with one which does not utilize the basic-course, teacher-counselor type of organization, in order to assess the relative merits of the two systems; and (4) follow-up study be made of students involved in the present investigation to determine the extent to which judgments of student attitudes continue to be valid over a more extended period of time.

Microfilm $4. 15; Xerox $14. 65   323 pages

26. "The Relationship of Counselor, Principal, and Teacher Role Consensus and the Quality of Senior High School Guidance Services," (Order No. 63-4005), Wilbur Kready Kraybill, Ed. D., The Pennsylvania State University, 1962.

Statement of the Problem. Is the degree of role consensus among school personnel regarding specified guidance activities related to the quality of the guidance services?

In order to answer this problem several sub-problems were considered. In each the concepts of consensus and quality were related.

1. Is the degree of role consensus among teachers in a given school regarding specified guidance activities related to the quality of the guidance services?

2. Is the degree of role consensus between the principal and teachers in a given school regarding specified guidance activities related to the quality of the guidance services?

3. Is the degree of role consensus between the counselor and teachers in a given school regarding specified guidance activities related to the quality of the guidance services?

4. Is the degree of role consensus between the principal and counselor in a given school regarding specified guidance activities related to the quality of the guidance services?

Procedure. The tenth, eleventh, and twelfth grades of fourteen Pennsylvania schools, representative of the 350-700 student enrollment grouping, were used in this research. Consensus was determined by the responses of teachers, counselors, and principals of these schools to the Role Questionnaire, an instrument based upon the Evaluative Criteria of the National Study of Secondary School Evaluation. The researcher himself administered this instrument in every school.

One measure of quality was an instrument composed of external criteria items to which both counselor and principal responded in a personal interview. The other measure of quality was a questionnaire to which students answered in terms of their satisfaction with help received in various problem areas. The researcher also administered this instrument uniformly in every school.

Summary of Results. In general the degree of role consensus among school personnel regarding specified guidance activities is moderately related to the quality of the guidance services. Six of the correlations between consensus indices and quality criteria were significant. Ten of the correlations were non-significant.

More specifically, the degree of role consensus in a given school among teachers and between the principal and teachers regarding specified guidance activities is highly related to the quality of the guidance services. However, the degree of role consensus between the counselor and teachers and between the principal and counselor is not significantly related to the quality of the guidance services.

In conclusion, it is particularly important that teachers of a given school agree with one another, and as a group agree with their principal, in terms of their expectations as to who is supposed to perform specific guidance activities, and a program should be undertaken in order to promote role clarification.

This research also isolated useful areas of consideration for evaluation of guidance services by identifying the more discriminating items of the quality instruments.

Microfilm $2.75; Xerox $5.40   106 pages

27. "The Roles of the Secondary School Guidance Director and the Secondary School Guidance Counselor in Pennsylvania," (Order No. 66-2660), Gladys Bradley Longley, Ed.D., Columbia University, 1965.

This study presents the perceptions of eighty-one principals, randomly selected from the public secondary school principal population of Pennsylvania, regarding the roles of the secondary school guidance director and counselor in Pennsylvania. The study was undertaken because the need for guidance role definitions has been expressed nationally and locally in Pennsylvania, and the imminent expansion of guidance in Pennsylvania, stimulated by the reorganization of the educational districts and the impact of the National Defense Education Act of 1958, makes the definition of roles necessary and timely. Since public school principals are important role determinants, their perceptions of actual and ideal guidance roles within their schools are useful in role defintion.

Through a questionnaire designed to elicit their perceptions of the roles of the two workers within their schools, the principals provided data regarding:

the attention given 103 functions by each of the workers;

major present and ideal functions;
the success of their programs;
determinants of guidance workers' roles;
factors limiting the optimal functioning of the workers;
major emphases for implementing guidance philosophy; and
minimal professional and employment experiences for public secondary school guidance workers.

Actually and ideally, guidance directors were seen primarily as initiating, administering, coordinating, and evaluating guidance programs. Principals would like extension of these role aspects with additional stress upon community relationships. Counselors were actually and ideally seen counseling in one-to-one relationships with pupils, testing groups of students, acting as resources to school personnel, parents, and students, and keeping, using, and interpreting records. Neither group of workers was actually or ideally involved with discipline or related duties or teaching.

School superintendents were reported to be primary role determinants for director's role, while principals appeared primary for counselor's role. Educational training, teachers and students were listed in second, third, and fourth order of importance relative to the roles of both workers.

Job limitation-other-than-role-confusion, role confusion, and inadequacies in job performance, in that order, were seen as the factors or conditions that limited the optimal functioning of guidance programs. Too large a pupil load per worker and lack of clerical assistance were identified as limiting factors of prime importance for both types of workers.

Over 75 per cent of the principals selected educational and vocational adjustment of all their students, with the guidance workers taking responsibility for the program, as the major emphasis of their guidance programs. A limited, but emphastic number of respondents stressed the interdependence of educational and vocational adjustment andpersonal-social and emotional competencies.

Preparation at the graduate level, with over 50 per cent favoring masters degree and beyond, was held to be essential for the adequate functioning of guidance personnel. Teacher training, guidance internship, and specific course areas were cited as desirable. Teaching experience was an almost unanimous requirement and about three-fifths of the principals included additional work experience.

The majority of the principals expressed appreciation of their guidance programs and personnel and indicated their anticipation of improved programs with additional staff, facilities, and supplementary services. They anticipated that improvement will result from the extension of present functioning with change in emphasis and degree of attention rather than in kind of functioning.

The study contains recommendations with regard to the data provided by the Pennsylvania principals, the review of the literature, the recommendations of the Governor's Committee of Education (Pennsylvania), the just-released studies and policy statements of the American School Counselor Association and the Association for Counselor Education and Supervision, and the writer's position statement.

Microfilm $3.00; Xerox $9.90   219 pages.

28. "A Study of Student, Faculty, Administration, and Parent Opinion of the Guidance Program Provided by the Barrington, Illinois, Consolidated High School District, (Research Study No. 1)" (Order No. 63-1122) William Lawrence Munns, Ed.D., Colorado State College, 1962.

Statement of the Problem. The problem of this study is to determine the opinions of students, faculty, administration and parents in the Barrington, Illinois, Consolidated High School District regarding the effectiveness of guidance services.

Method and Procedure. The survey method was chosen to be used in this study. Data pertinent to the study were collected by the use of three questionnaires and two opinionnaires. A total of 1,508 persons participated in the study. A breakdown of these persons showed: students, 1,052; parents, 385; faculty, 65; administration, 6. Results from the faculty, parental, and administrative questionnaires are shown on a series of tables in chapters four, six and seven respectively. The results from the student opinionnaires are shown on a series of tables in chaper five of the study.

Distribution and completion of questionnaires and opionnaire.--Sufficient copies of the questionnaires and opinionnaires were distributed to persons involved in the study. The number of usable questionnaires received from the faculty was sixty. This number represents all but five faculty members. Of the 385 questionnaires distributed to parents, 278 were returned for inclusion in the study. All six administrative questionnaires were returned for use in the study. The number of usable opinionnaires received from the student groups totaled 1,052 after repeated follow-ups.

Analysis of the Data. The students were viewed in the following manner: First, freshmen at the beginning of the school year, and secondly, freshmen at the end of the school year. Thirdly, the upperclassmen, sophomore, junior, and senior students. Faculty, parents, and administrative personnel were considered individually by group.

Conclusions Based on Findings. The following conclusions seem to be evident as a result of the study of data presented in this investigation:

1. Guidance is viewed as a mutual responsibility, not the singular responsibility of any one group or individual (Tables 3, 53, 54).
2. Guidance is viewed as a unique professional service integrated with the entire educational program (Tables 3, 53, 54).
3. Provisions for the support of a comprehensive program of guidance services are good (Tables 3, 53, 54).
4. Guidance services at the junior high school level are weak compared with services rendered at the high school level (Tables 42, 43, 44, 45).
5. Guidance services are highly endorsed and supported by students, faculty, administration and parents (Tables 3, 48, 53, 54).
6. Services to students not entering college are weak compared with services rendered to college-bound students (Tables 3, 29).
7. Improved communication among students, parents, teachers and counselors needs to be fostered (Tables 3, 41, 53).
8. Research including follow-up of graduates and school leavers has been largely neglected (Tables 3, 53, 54).
9. Community resources have not been utilized by the guidance program advantageously.

Recommendations. It is recommended that:

1. An effort be made to keep students, parents, faculty, and the general public informed as to the purpose and practice of the district's program of guidance services.
2. A complete appraisal of guidance services be made at the junior high school level in the near future.
3. The findings reported in this study be studied step-by-step by the guidance committe with assistance from trained staff.

Microfilm $2.75; Xerox $9.25 205 pages.

29. "Selected Factors in the Supervision of the High School Counselor: Identification of Areas for Professional Growth and Description

of Activities for Promoting Growth," (Order No. 66-6554), Valda Mock Robinson, Ed. D., Columbia University, 1966.

The purpose of this study was to identify areas for professional growth and to describe activities that may promote professional growth of the counselor on the job. Its purpose also was to formulate questions for further study and implications for professional educators in the field of guidance.

Interviews were conducted with ten principals, ten counselor supervisors, and forty-one counselors in ten high schools in Westchester, Suffolk, and Nassau Counties in New York State. These ten high schools were public secondary schools with the final years of a general academic program. Each school had someone within it with a title such as "guidance director" or "in charge of guidance," who had supervisory responsibility for at least one other counselor.

The interviews elicited from the respondents their ideas regarding the skills, knowledge, understanding, or attitudes they felt the counselor on the job should develop, improve, or change in order to function with maximum effectiveness. The interviews also elicited descriptions of supervisory activities they had or would like to have that may promote counselor growth. The respondents completed questionnaires prior to the interviews. An interview guide consisted of open-ended questions based on questionnaire responses.

The material obtained from the interviews was arranged into fourteen categories under four broad headings. The first two categories, areas related to the setting, were: (1) the community and (2) the school. The next five categories, areas related to the people, were: (3) the students, (4) the teachers, (5) the parents, (6) the other counselors, and (7) the counselor himself. The next category, related to the total functioning of the counselor, was: (8) the overall functioning of the counselor. The final six categories, areas related to the specific functions of the counselor, were: (9) counseling, (10) educational planning and placement within the high school program, (11) post-high school educational planning and placement, (12) occupational planning and placement, (13) pupil appraisal, and (14) referral.

Twenty-five activities were described by the respondents as activities that may promote the growth of the counselor on the job. The following were described: (1) case conferences, (2) committee work, (3) one-to-one conferences, (4) counseling of counselors, (5) demonstration, (6) directed practice, (7) field trips, (8) films, (9) firsthand experience, (10) intervisitation, (11) lectures, (12) meetings,

(13) observation, (14) organization, (15) organizational memberships, (16) orientation, (17) panel discussions, (18) planning, (19) reading, (20) research, (21) role-playing, (22) social activities, (23) tape-recordings, (24) work with resource persons, and (25) written reports.

Questions for further study were formulated. It would be pertinent to study the relationship between the awareness of and the significance attached to each area for growth and the following variables: (1) the position of the person concerned with counselor growth, (2) the characteristics of the setting within which the counselor is functioning, and (3) the qualifications of the counselor himself. It would be pertinent to study also the relationship between the value ascribed to a particular activity and the following variables: (1) the size of the school and the department, (2) the degree of participation by the counselors in the activity, (3) the degree of planning for the supervisory activity, and (4) the qualifications of the counselor himself.

The areas that were identified and the activities that were described in the study made possible the formulation of specific implications for the functioning of principals, supervisors, counselors, and counselor educators as they all work toward the goals of greater effectiveness of the high school counselor as he functions on the job.

Microfilm $3.00; Xerox $9.70   215 pages

30. "The Organizational Status of Pupil Personnel Programs Offered by Oregon's Public Schools," (Order No. 62-3530), George Richard Safford, Ed. D., University of Oregon, 1962.

The main purpose of the thesis was to determine the organizational status of the existing pupil personnel programs offered by Oregon's public schools. This involved two fundamental problems:

1. Establishment of a standard for the appraisal of the organizational status of a basic public school pupil personnel program based upon what is currently thought to constitute the desirable organization of a program of this nature.
2. Appraisal of the present organizational status of pupil personnel programs offered by Oregon's public schools according to the standard established and to draw conclusions therefrom.

The study was limited to those programs offered by each Oregon elementary and secondary school employing a staff of ten or more teachers within Districts of the First Class and in Union High School Districts with a census of 1000 or over. The study was further limited to determining the organizational status of these programs from the standpoint of (1) fundamental services and activities offered; (2) the administrative relationship of these services to one another; and (3) the number and specialties of the professional staff having primary responsibilities for carrying out these services.

Documentary analysis was first made of the literature dealing with personnel work to develop a standard incorporating valid criteria suitable for the appraisal of the organizational status of Oregon's personnel programs. To achieve this end, emphasis was given to authoritative materials produced during the past ten years but every effort was made to include those pertinent works produced during the past thirty years.

A questionnaire analysis was then undertaken of the responses made by 462 Oregon elementary and secondary school principals to questions contained in instruments sent to these administrators dealing with their buildings' programs. This analysis was carried out through the use of both machine and hand tabulations. The resulting findings were validated through personal interviews with seventeen elementary and secondary school principals selected from the total universe of principals responding to the questionnaire.

The following are among the more important findings resulting from the study:

1. Each of the five services fundamental to basic personnel programs are provided by 58.6 per cent of the schools surveyed. However, three to five fundamental services are offered by 96.5 per cent of the educational units with attendance, health and guidance services serving as the core combination furnished by 88.7 per cent of the schools.
2. Each of the twenty activities considered to be among those typically conducted by basic programs are performed from time to time and/or routinely by at least 50.0 per cent of the educatonal units with two exceptions for the junior high and four for the elementary schools.
3. The school district central offices are not fulfilling their leadership roles in a manner which encourages the development of complete and coordinated programs of personnel services within the educational units under their jurisdiction.
4. The principal is the one specialist who assumes the primary responsibility for the over-all coordination of the several fundamental services provided within his educational unit.
5. When the principal delegates the responsibility for the over-all coordination of the several services he does not make arrangements for each specialist placed in charge of each service to be directly accountable to this same senior staff member.

6. Few Oregon schools offer programs which meet all the standards criteria. Nearly nine-tenths of the 462 schools surveyed fail to meet one or more of the criteria dealing with administrative organization of the several services. The one criterion under this category which over seven-tenths, or the highest percentage of all schools, are unable to meet is the one concerned with the method of direction employed by their school district central offices affecting the organization and implementation of their buildings' services.

Microfilm $3.20; Xerox $11.25   248 pages

31. "The Director of Pupil Personnel Services in Public Schools of New York State," (Order No. 63-2287), William Calder Schultheis, Ed. D., Columbia University, 1962.

The project included a study of the historical backgrounds of the development of the position of director of pupil personnel services in public schools of New York State, and a survey by questionnaire of present directors of pupil personnel services to determine their professional backgrounds, effective practices, problems and recommendations as perceived by directors of pupil personnel services.

The method of the study was a state-wide questionnaire set to all known directors of pupil personnel services in New York State. It consisted of a detailed analysis of questionnaires returned by 73 directors who showed by their responses that they were responsible for direction of a pupil personnel services program in a K-12 public school system. The study did not include the New York City school system.

The study illustrated that one of the first New York school systems to formally organize a pupil personnel services program was the Rochester public school system, where coordinating activities and growth towards a formal program began in the early 1930's under the leadership of Miss Laura MacGregor, who later served as Director of Child Services of the Rochester public schools.

Findings of the study indicated that the leader of a pupil personnel services program was given the title of director of pupil personnel services in 52 per cent of the cases, but often held other titles. Over 90 per cent of the directors were employed in systems where the public school population exceeded 2500 pupils. The director perceived himself as spending most of his time in administrative work, very little time in supervision, and often had responsibility in another area of school work in addition to his pupil personnel assignment. Directors were usually directly responsible to their superintendent or supervising principal, were paid salaries of administrative level, and were eleven-month employees who showed a wide range of professional memberships and professional offices held.

Directors indicated they felt that staff and department meetings, interpersonal contacts, case conferences, team approach procedures, and curriculum participation were effective practices. Outstanding problems were perceived to be in the areas of coordination, staffing, administrative relationships, director's role, public relations, and in-service training. Recommendations called for improvement in quality of services, more adequate staffing, improvement in organizational patterns, and the appointment of full-time directors.

The study indicated that in 1962 there was a growing, fairly well-defined position of director of pupil personnel services in New York State, and that this administrative position was evolving as one of considerable importance in New York State Public education.

Microfilm $2.75; Xerox $5.80   118 pages

32. "A Comparison of Students' Evaluations of Guidance Services Under Varying Plans of Organization," (L. C. Card No. Mic 60-2355) Gladys Muriel Thomson, Ed. D., University of Southern California, 1960.

This investigation in the field of Educational Guidance is concerned with a comparison of the ratings of students of the guidance services they had received in high school, under three different plans of organization. The hypothesis examined in this study was that there are significant differences in the evaluative responses of students to guidance services provided under (1) full-time counselors, (2) part-time counselors, or (3) basic-course teacher-counselors, in schools in the Los Angeles area.

Data were gathered from 2,335 senior students in twelve high schools which had been selected on the basis of type of guidance program. The students recorded on an evaluative instrument whether or not they had wanted guidance help and the degree to which they felt they had received it in nine areas of guidance. These areas were: scheduling classes, educational planning. vocational selection, college selection, selection of extracurricular activities, increased self-understanding, personal problem solving, increased ability to deal successfully with others, and learning better study habits.

To test the hypothesis, an effort was made to determine (1) the proportions of students who did or did not want help in specific areas of guidance, (2) the ratings of the guidance received in specific areas of guidance, and (3) the proportions of students who (a) felt that they had not received guidance help when they desired it and (b) both wanted and felt they had received help in specific areas of guidance.

The data were treated by chi-square comparison according to the sex and mental ability level of the student, with the type of guidance organization a common denominator to all comparisons. Significant differences were found in 82 of the 342 comparisons made.

Major findings on the basis of the comparisons were: (1) Students having full-time counselors were the most favorable and those having part-time counselors the least favorable to the guidance they had received. (2) Girls were slightly more favorable to the guidance received than were boys, although there was no difference in the proportions of girls and boys who indicated that they had wanted help. (3) On the whole, students having basic-course teacher-counselors wanted proportionately the most guidance help. (4) Comparisons within mental ability groups yielded significant differences only between those of average mental ability. (5) Students of average mental ability were the most favorable and those of above-average mental ability the least favorable to the guidance received. (6) Students having part-time counselors most frequently felt that they had not received guidance help when they desired it.

On the basis of the findings, the hypothesis was upheld that there are significant differences in the evaluative reactions of students to guidance services provided under different plans of organization in the Los Angeles area. It was recommended that administrators examine their plans of guidance organization in the light of the findings of this study.

Microfilm $3.00; Xerox $10.35 230 pages.

33. "A Descriptive Study of the Organization, Administration, and Operation of Pupil Personnel Services in Selected School Districts," (L.C. Card No. Mic 60-3429), Leonard B. Voorhees, Ed.D., Michigan State University, 1960.

The primary purpose of this study was to gather data on the organization, administration and operation of pupil personnel services as a major adjunct to public school education.

Effort was made (1) to determine the organizational structure affording the best opportunity of service to pupils; (2) to recommend improvements based upon suggestions of administrators and practitioners working in the area; (3) to compile a composite of the information and suggestions, and thus (4) to provide a format for the implementation and improvement of services commonly considered in the pupil personnel area, as well as for the identification of problems in organization and administration.

The study was limited geographically to ninety-three selected school districts in the states of Indiana, Michigan and Ohio, and in scope to a descriptive study, rather than an analytical evaluation, of the data gathered.

For the purpose of the study, a review was made of the literature to establish a background frame of reference of the development of such special services, as well as familiarity with the philosophies and procedures in effect.

To provide experience in research by use of questionnaire and to gather information on an essential factor of the dissertation, a pilot study was executed on certification requirements of pupil personnel or special services personnel in the fifty-seven states and territorial possessions of the United States.

Thereafter, a four-page questionnaire was devised for the primary research, and submitted to the superintendent of each of the selected school districts. The data from the responses was supplemented by personal visitations to many of the school districts.

The major conclusions reached from compilation of the information gathered were:

1. Most of the public school districts in the Tri-State area having a population of twenty-five thousand or more did attempt to coordinate into one department the many special services offered their pupils.
2. The majority opinion favored incorporation of such services into one department.
3. There was indicated a trend toward department organization where no such department was in existence.
4. There was a relationship, but too little uniformity for clarity in communication, in the many titles used in pupil personnel services to designate such department, identify its administrative head and the department personnel, as well as the duties involved.
5. "Department of Pupil Personnel" was the title most often used for the department charged with administration of special services.. The director of such department was in the majority of instances

directly responsible to the superintendent and classified as an administrative assistant.

6. The size of school enrollment was a determining factor in the organization, administration and operation of a department of pupil personnel.

Recommendations for improvement of pupil personnel services were set forth verbatim from responses to the questionnaire in Chapter IV.

Responsibilities concluded to coordinate well in the area of pupil personnel services were classified and itemized in Chapter V (III).

Four exhibits depicting organizational structures suggested for varying school enrollments were included in Chapter V.

Microfilm $2.50; Xerox $8.40 184 pages

34. "A Comparative Study of the Duties Performed Regularly by School Counselors, School Psychologists and School Social Workers Working Together in Selected School Systems," (Order No. 66-9092), Robert G. Wieland, Ed.D., The Florida State University, 1966.

Problem. An acute shortage of trained personnel coupled with reports of wasteful duplication of jobs among the specialists working in the schools makes it imperative that their positions be clarified and utilized.

The purpose of this study was to determine what duties were performed regularly be school counselors, school psychologists and school social workers working together in selected school systems. A further objective was to determine if duplicate duties existed among these groups.

Procedure. The sample for the study was made up of 220 school counselors, eighty-four school psychologists and forty-nine school social workers randomly selected from ten states, and all of whom met these criteria; full-time work and state certification in the area of specialization and employment in a system which employed the other two specialists.

The data for the study were collected through the administration of a checklist questionnaire composed of fifty-nine statements of duty culled from the literature, and were analyzed to answer these questions: 1. What common duties, if any, were performed regularly by these groups of specialists: school counselors, school psychologists and school social workers as they worked together in selected school systems? 2. What duplicate duties, if any, were performed regularly among these groups of specialists?

Findings. To answer the first question a statistical model of probability was used and the .05 level of confidence was selected.

These were common duties for the school counselors in this study: counsel students relative to academic, vocational and personal-social adjustment problems; interview parents and students; concerning student's problem; consult with teachers concerning students' needs, supervise group testing.

Common duties performed by more than 50 percent of the school psychologists included: administer individual psychometric and projective tests; interview parents concerning student's problem; serve as a consultant to teachers and principals; refer students and parents to agencies for needed services; participate in staff conferences, make recommendations to teachers and identify students with personal-social problems.

These were common duties for more than half of the school social workers: interview parents concerning student's problems; refer students and parents to agencies for needed services; maintain casework records, act as liaison between school and community agencies; prepare summaries on cases referred to outside agencies; visit the home to consult with parents and counsel students with personal-social adjustment problems.

In answer to the second question, these duties were duplicates for the three specializations: 1. Interview parents concerning students' problems. 2. Consult with teachers in identifying causes of students' academic failures and in securing information about students.
3. Counsel students with personal-social adjustment problems.
4. Participate in staff conferences concerning students.

Duplicate duties for school psychologists and school social workers were 1. Refer students and parents to agencies for needed services.
2. Serve as a consultant to teachers and principals on cases not referred outside. 3. Consult with parents regarding agencies which can give them help.

Duplicate duties for school counselors and school psychologists were:
1. Make recommendations to teachers regarding more effective methods of working with students. 2. Identify students with personal-social adjustment problems.

Conclusions. Although duplication of duties did exist in the broad areas of interviewing, counseling, consulting and referring the overall conclusions drawn from this study were that the three groups of specialists maintained separate identities, and were performing duties in keeping with their training and with those outlined in the policy statements released by their national organizations.

Microfilm $3.00; Xerox $5.40   108 pages

35. "The School Social Worker: An Analysis of Role Expectations and Role Behavior," (Order No. 66-12,085), Robert Bruce Williams, Ed. D., Rutgers--the State University, 1966.

The problem. The central problem examined in this thesis is the relationship between the actual practice of school social work and statements of the desirable process in the field. A further concern was the measurement of expectations of significant others as those expectations may have consequence in the performance of the school social worker's role.

Procedure and Sources of Data. A number of behavioral acts were specified as a basis for determining two dimensions of the role of the school social worker. The first dimension was whether or not a given behavior should be part of school social work, and the second dimension was whether the behaviors are performed by school social workers. These were taken as operational definitions of the concepts of idealized role and actual role (or reported role performance). The concept of role as used in the literature served as an appropriate tool in analyzing this type of human behavior. This concept allows the distinction between statements of expectations and perceived performance. In addition it stresses the interactive aspect of role, particularly concentrating on statements of shared expectations. Thus, the study included measurement of expectations of significant others because those expectations may have consequence in the performance of the school social worker's role. This latter pattern of shared expectation was investigated by obtaining responses to the set of behavioral acts referred to above, from appropriate superintendents and selected principals. These response patterns are then analyzed to reveal the consistency of expectations for persons operating in similar roles and consistency of expectations and reported behavior across the defined roles. It can then be determined what the network of expectations is and how the performed behavior compares with the various expectations. The set of behaviors used as a statement of role were derived from literature and other research along similar lines. The data were obtained by interviewing selected role occupants in those school districts in Union County, New Jersey, which employed school social workers.

Findings and Summary.

1. The various role occupants show a high level agreement on only about 50 per cent of the behavioral items. This indicates a considerable amount of disagreement for any category of role respondent as to the desirable role of the school social worker.

2. The school seen by the school social worker as "most compatible" to school social work generally reports a higher number of acts performed than in the school seen by the school social worker as "least compatible" to school social work.

3. There is a considerable disparity between role as perceived by the school social worker and the school worker's reported performance.

4. The pattern of role agreement is overwhelmingly larger than patterns of role conflict. This finding holds regardless of the type of administrator used as a comparison with the school social worker.

This study should be of value to those professionals who prepare school social workers and educators in promoting the practice of school social work as an important adjunct to educational practice.

Microfilm $3.40; Xerox $11.95 262 pages

36. "Administrator, Guidance Personnel, and Teacher Group Understandings of a Guidance Program as Determinants for Administrative Organization," (Order no. 62-5450), Robert Calvin Williams, Ed. D., Stanford University, 1962.

This study proposes and applies a methodology and an instrument for analyzing administrator, guidance personnel, and teacher perceptions of the functions and activities which comprise a guidance program. The data derived from the analysis serve as a basis for administrative decision making regarding the organization of the guidance program, particularly in relation to assignments of responsibility for guidance activities and levels of importance of guidance functions. The study posits that whatever the final organizational pattern, there must be a mutual understanding of staff responsibilities and program elements if coordinated efforts among personnel groups are to be effective.

The methodology involved three steps:

1. Guidance functions and activities were identified through the

use of an open-ended questionnaire administered to school personnel in the setting. From the responses a checklist instrument was developed.

2. The instrument was used to determine assigned values of functions and assigned primary responsibility for activities as perceived by the professional groups on two dimensions: actual (the situation as they see it existing) and ideal (the situation as they feel it should exist). Responses were received from all administrators, all guidance personnel, and eighty-sever per cent of the teachers.

3. These data were analyzed in such ways that comparisons were made on the levels of agreement within and between groups. The extent and areas of agreement were used to facilitate administrative decision making and planning.

Among the conclusions reached are the following:

1. There is between group agreement on the assignment of primary responsibility for thirty-five guidance activities on the actual dimension and on twenty-six activities on the ideal dimension.
2. There is more within group agreement on the ideal levels of importance of guidance functions than there is on the actual levels.
3. Differential levels of importance are assigned to the guidance functions by groups of administrators, guidance personnel and teachers.
4. Teachers and guidance personnel perceive the levels of importance of some of the functions differently.
5. Deans are seen as actually performing activities that are perceived by the three groups as being ideally the primary responsibility of counselors.

The data derived from this study were used in the school setting as bases for job assignments and program organization. Areas of agreement and disagreement were identified; subsequent discussions by school personnel resulted in agreed-upon job assignments and in directions for program development. Job descriptions were prepared for each position with guidance responsibilities. First-order assignment of activities to personnel was based on those items on which there was a high degree of mutual agreement. Other activities were added to the job descriptions as a result of considering the significance of the function involved and other data peculiar to the school setting of the study.

The specific data in this study are generalizable to other school settings to the degree that those other settings approximate the characteristics of the setting in which this study was carried out.

The methodology in this study can be applied to the analysis of other guidance organizations with minimal adaptation. The methodology can be adapted also to the analysis of other programs in educational organizations.

The process involved in this study provides both specific data and general clues relevant to the problems of organization of the guidance program. This study provides no assessment of the effectiveness in terms of student outcomes from the services rendered. The question of whether or not a guidance organization which maximizes staff agreements on both functions and activities and which clarifies staff responsibilities is effective has not been determined. Subsequent research should investigate this problem and relate findings to the problem of organizational structure.

Microfilm $2.75; Xerox $6.60   137 pages

37. "The Role of the School Psychologist as Perceived by Selected School Personnel," (Order No. 67-6136), Paul Yaffe, Ed.D., University of Maryland, 1966.

The lack of agreement among psychologists and other professional school personnel regarding the role of the school psychologist interferes with the efficient utilization of his services. The purpose of this study is to clarify the role of the school psychologist through an analysis of his functions as perceived by the psychologists themselves and by the professional personnel who employ his services.

To carry out this objective separate questionnaires were prepared for the psychologists and for other professional personnel employed in the Baltimore City Public Schools. All subjects were asked (1) to rank eight defined psychologists' functions; committee activity, consultation, interviewing, miscellaneous activity, public relations, research, supervision and testing; (2) to evaluate the current emphasis and focus of psychological services; and (3) to identify the most valuable contributions psychologists make toward helping schools. Psychologists, in addition, were asked (4) to estimate the amounts of time they devote to each function; (5) to suggest changes in their services; and (6) to identify sources of satisfaction and dissatisfaction on the job. The other professional personnel had (7) to identify pupil problems they considered appropriate for referral to psychologists; (8) to identify the criteria they employed in selecting problems for psychologists' attention; and (9) to indicate the kinds of services they needed which were not currently available.

Subjects were drawn from the larger sub-populations (elementary, junior and senior high teachers, elementary principals, and junior and senior high counselors) by systematic sampling procedure; elementary counselors, school social workers, psychologists and junior and senior high principals were included as whole populations. This resulted in a total of 537 subjetts.

Inasmuch as the study is predominantly descriptive, the data were assembled and presented as percentages. In comparisons between samples and between samples and whole populations where an inferential approach was appropriate, the chi square technique was employed to test the significance of differences.

Findings.

1. In ranking eight defined psychologists' functions, psychologists and other professional personnel select with high frequency only consultation, interviewing and testing.
2. Professional personnel state that the psychological staff is too small to achieve its stated objectives.
3. Psychologists and other professional personnel agree that services corresponding to consultation, interviewing and testing functions represent the school psychologists' major contributions to schools.
4. Psychologists devote most time to consultation, interviewing and testing.
5. Psychologists suggest greater emphasis on treatment and consultation.
6. Psychologists derive more satisfaction from helping children directly than through teachers and others. They feel limited by last resort referrals and by too few opportunities for therapy and consultation.
7. Professional personnel refer for psychological help pupils displaying oppositional and alienating behavior.
8. Criteria for referral are complexity of problem inability of others to cope with it, and suspicion of personality or emotional disorder.
9. Professional personnel identify psychological services more than any other as needed but unavailable.

Conclusions.

1. From the points of view of psychologists and professional school personnel, the school psychologist's role may be defined as consultant, therapist and tester. School social workers tend to minimize his therapist-consultant functions in favor of his diagnostic services.
2. Professional school personnel want to be able to communicate more freely and more frequently with the school psychologist.

3. Psychologists see value in closer and more frequent contacts with school personnel and in more intensive work with pupils.

4. Psychologists and other professional personnel are critical of one another in respect to certain aspects of their work, mutually respectful of each other's basic purposes and relatively ignorant of some of the reality situations with which each must cope.

5. Psychologists and other professional personnel tend to focus more on immediate needs and desires than on long range goals.

6. Professional personnel tend to perceive the school psychologist as a last resource; the psychologist regards this viewpoint as severely limiting his potential role.

Microfilm $3.00; Xerox $7.60 163 pages.

BOOK RESUMES

38. Ferguson, Donald C., *Pupil Personnel Services*, New York: The Center for Applied Research in Education, Inc., 1963.

This monograph describes the development of pupil personnel services in the schools. Each aspect of pupil personnel work is clarified and related to total programs. Current problems such as increasing enrollments, program expansion, drop-out programs, are discussed as significant to pupil personnel services.

39. Johnson, Walter A., Stefflre, Buford, and Edelfelt, Roy A., *Pupil Personnel and Guidance Services*, New York: McGraw-Hill Book Company, Inc., 1961.

This text is intended for a basic course in pupil personnel services or guidance. The guidance workers are seen as needing greater professionalization to be effective members of the personnel services team. Emphasis is on the classroom teacher with whom the specialists will work. The function of the various specialists, especially the elementary school counselor, are reviewed.

40. Shear, Bruce E., "Administration of Pupil Personnel Services," in *Guidance in American Education III: Needs and Influencing Forces*, Landy, Edward, and Kroll, Arthur M. (eds.), Cambridge: Harvard University Press, 1966, pp. 238-257.

*Administrator role, *Pupil personnel programs, *Program administration, Coordinators

The teacher had the central role of educational development of the pupil. The administrator is responsible for the school program. The primary responsibility of the parent is the development of his child. The primary job of pupil personnel services is to coordinate these activities. Beginning with the early emphasis on attendance and following the uneven development of facts and varying semantic interpretations of guidance and counseling, pupil personnel services becomes a coordinated system designed to help each student develop and maintain his individuality in a complex of mass education experiences. This is much more than problem-solving of the moment. The administrator of pupil personnel services needs the qualities of flexibility, good judgement, and competent adaptability (modified journal abstract).

41. Waetjen, Walter B., "Policies and Practices in Pupil Personnel Services," in Guidance in American Education II: Needs and Influencing Forces, Landy, Edward and Kroll, Arthur M., (eds), Cambridge: Harvard University Press, 1966.

*Student personnel services, Teacher role, Learning difficulties, Coordination, *Student personnel programs, *Program evaluation, Program content, *Program improvement, *Program effectiveness, Consultants, Child Development Consultant Services, Program

To justify the various disciplines comprising pupil personnel services, these disciplines must be able to demonstrate that they are having some kind of impact on learners or that, in some way, they are helping teachers to function better in the classroom. Both a policy and the practices that lead to evaluation of pupil personnel services should be established. Pupil personnel services must be dedicated to the prevention of learning disabilities as well as to their remediation. An examination of the range of pupil personnel services shows that none of these services had its origin in the school. It is not necessary for people to surrender their allegiance and identification with their own disciplines, but it is important that they subscribe to the goals of the school and identify with the. Unless this occurs, there will be progressive segregation of the several pupil personnel roles from one another and particularly from the school itself. The University of Texas Child Development Consultant Services Program is discussed.

JOURNAL RESUMES

42. Arbuckle, Dugald S., "Counselor, Social Worker, Psychologist: Let's 'Ecumenicalize'," Personnel and Guidance Journal, (Feb. '67) pp. 532-40.

*Counselors, *School psychologists, *School social workers, *Interprofessional relationships.

The possibility of a closer relationship between the school counselor, the school psychologist, and the school social worker is examined. The background of each of the trio, and the various functions and professional education of counselors, psychologists, and social workers are described. The various steps that might be taken to inaugurate an ecumenical movement between the three groups are then discussed. School counselors are described as being the logical individuals to take the initial step in such a proposed movement and the new functional title suggested for each of the three is school counseling psychologist.

43. Balow, Bruce, "Delinquency and School Failure," Journal of the International Association of Pupil Personnel Workers, (Sept 1961) pp. 13-16.

Delinquency and the school come together in two opposing relationships. Schools can contribute to delinquent behavior as can no other institution outside of the family. But schools can also be effective in the prevention and correction of delinquency. Each of these school-student relationships is discussed.

44. Beck, Bertram M., "New Directions in Pupil Personnel Practice," Journal of International Association of Pupil Personnel Workers, Vol. III, No. 1, Dec. 1963, pp. 12-17.

Three fallacious assumptions are criticized--that the youngster who receives help will have unlimited opportunity in this society, that pupil personnel workers are engaged in a preventative effort, and that school and community are two static bodies which may be interrelated. Equal time should be given to changing the personality system and the environmental system.

45. Chisholm, Barbara A., "Referrals to Other Resources--How, and When," Journal of the International Association of Pupil Personnel Workers, (June 1962) pp. 12-19.

Conditions that should exist as prerequisites to the actual referral process are discussed. The following guides to procedure are suggested- (1) do your own job first, (2) know your resources and their present situation before referring, (3) establish whether the agency gives service to the particular situation, (4) don't send a client unprepared to a new agency, (5) don't order the new agency to give service, ask them, (6) plan written referrals carefully, (7) be prepared to participate in the new agency's evaluation of the case and its needs, and (8) help your client to accept the new help.

46. Cockerill, Eleanor E., "Critique--'Pre-Service and On-the-Job Training for Pupil Personnel Workers,'" Journal of the International Association of Pupil Personnel Workers, (Dec 1961) pp. 34-36.

A careful assessment of the role of the pupil personnel workers must be translated into training objectives. These training objectives must then be implemented in terms of a core curriculum and learning experiences. The personal characteristics of a potential pupil personnel worker are considered. Advantages and disadvantages of on-the-job training programs are discussed.

47. Cummings, John A., "On-the-Job Training for Pupil Personnel Workers," Journal of the International Association of Pupil Personnel Workers, (Dec 1961) pp. 33-34.

The rationale for a program of school social work adapted to an attendance program setting is given: The Case Study Program in New York City Schools is described.

48. Dawson, Susan H., "The Constructive Use of Authority," Journal of the International Association of Pupil Personnel Workers, Vol. XI, No. 3, June 1967, pp. 115-122.

Primary sources of authority discussed are parental, religious, legal, administrative, authority of social systems, community sanction, and professions. Student's feelings about authority are considered. The use of authority by the social worker is discussed.

49. DeWitt, Charles M., "The Pupil Services Team," Journal of International Association of Pupil Personnel Workers, (June 1961) pp. 5-8.

Methods and techniques that can be used to develop a pupil services team are presented. The team concept, staff meetings, communications, area meetings, workshops, orientation meetings, the case conference, directors of the services, interdepartmental meetings, and housing together are discussed.

50. Farnsworth, Dana L., "Psychiatric Consultation in Secondary Schools," Psychology in the Schools, Vol. III, No. 1, (Jan 1966) pp. 17-20.

Psychiatric counseling in colleges has become widespread and would be utilized even more were it not for the scarcity of psychiatrists. In recent years psychiatrists have become active in numerous secondary schools, perhaps more often in private than in the public schools.

Instead of working only with students, the majority of psychiatrists find that their efforts are more rewarding when they work with others, not alone with psychologists and social workers (the traditional members of a mental health unit) but also with principals, counselors, and teachers. Working with and through them serve to alter the attitudes of many people in the schools, or in some instances to encourage desirable ones already current.

51. Fisher, John K., "Subprofessionals in Pupil Personnel Services," Bulletin of the National Association of Secondary School Principals, Vol. .52, No. 324, (Jan 1968) pp. 49-57

The demands in pupil personnel services for trained personnel far exceed the supply. Also, specialists in these fields are assuming broader functions than formerly was the case. Educators are coming to realize that one way of alleviating this shortage is to make better use of their present specialists by hiring and training subprofessionals for some support functions. Programs using such staff members have not been fully evaluated, but it appears that the performance of the paraprofessional has been generally satisfactory and that their employment can be recommended.

52. Fisher, John K., "Sub-Professionals in Pupil Services: Rationale and Recommendations," Journal of the International Association of Pupil Personnel Workers, Vol. 11, No. 4, (Sept 1967), pp. 159-164.

Trends that relate to the training and utilization of subprofessionals are discussed. Problems in choosing such subprofessionals, and the functions which they should perform in the school are considered. Recommendations for the use and categorization of subprofessionals are made.

53. Flair, Merrel D., "The School Administrator and Pupil Personnel Services," Psychology in the Schools, Vol. II, No. 4, (October 1964) pp. 369-371.

The versatility of education, the inclusion of school staffs of more personnel from disciplines other than professional education, the increased significance of counseling and special services to pupils, and the growing interaction of the school with other agencies and segments of the community necessarily demand the administrator's cognizance of the role of related disciplines. Because these factors are of daily importance to the practicing administrator, there is obvious significance for the educational program of those who will become administrators.

54. Furman, Sylvan S., "Public Health Considerations in Planning School Mental Health Services," Journal of the International Association of Pupil Personnel Workers, Vol. 7, No. 2, (March 1963), pp. 19-26.

For mental health promotion in schools and the organization of needed services, a more effective and comprehensive basis might be the application of public health concepts, involving the entire range of community resources, each type of resource being utilized as part of a total scheme. Problems in core cities are discussed. Positive promotion of health, elimination of deprivations, interruption of unhealthful trends, early detection of major mental illness and referral for treatment, therapy with respect to the mental health problem, and rehabilitation of the child in the classroom are major approaches discussed.

55. Gitin, Louis L., "The Pupil Personnel Administrator Views His Role," Counselor Education and Supervision, Vol. IV, No. 4, (Summer 1965), pp. 186-191.

The role of the pupil personnel administrators should be to involve staff members in goal-oriented programs. Such group activity can be the test of effective leadership and provide professional growth of all staff members. Examples of such an administrative approach in the Buffalo Public Schools are outlined. The pupil personnel specialists planned and evaluated programs with specific goals in mind.

56. Havighurst, Robert J., "Problems and Challenges Facing Pupil Personnel Workers," Journal of the International Association of Pupil Personnel Workers, Vol. 8, No. 1 (Dec 1963), pp. 22-23.

Changes have occured in the division of responsibility between the home and the school for raising children in the past thirty years. The pupil personnel services of a modern school system cost between eight and fifteen percent of the total budget for operating the schools. The work of pupil personnel services is preventative--primary prevention consists of taking action before the child's problems occur, and secondary prevention, of remedial work with a child to help him before his difficulty becomes acute.

57. Hoffman, Fred W., "Personnel Services for Adults," Bulletin of the National Association of Secondary School Principals, Vol. 52, No. 324 (Jan 1968), pp. 58-65.

With the increasing importance of adult education, personnel services for community adults need to be planned. In Pinellas County, Florida, adult guidance centers have been established in the evening high schools, the vocational training center, the technical training center, and the adult basic education centers. The adult guidance counselors contact and provide services for school dropouts, provide counseling to local industry, and keep in close touch with adults in the educational programs. Monthly in-service meetings are used to evaluate the guidance program.

58. Hopkins, Robert P., and McDaniel, Sarah W., "Critical Problems in Pupil Personnel Administration," Personnel and Guidance Journal, (Nov 1961) pp. 240-246.

The common critical problems of a group of representative pupil personnel administrators are identified and classified. A structured interview based on critical experiences was used. Critical experiences are incidents or actions which pupil personnel administrators recalled as being particularly effective or ineffective. Thirty-two pupil personnel administrators described 119 critical experiences. These experiences were catagorized as problems in pupil relations, problems in staff relations, and problems in community relations. The directors of pupil personnel services are moving away from their traditional role of counseling specialists working with pupils toward that of generalist administrators, skilled in human relations and communication techniques, working with adults. Results indicate that (1) for individual conferences seeking the administrator's reaction to the problem, the pupil personnel administrators should visit the principal in his office, (2) board of education member participation in pupil personnel staff meetings leads to increased board of education support for the program, (3) a unified referral procedure makes pupil personnel working relationships between school psychologists, school social workers, and community agents more effective, (4) the orientation of a beginning guidance counselor is facilitated by frequent conferences with the pupil personnel administrators, and (5) parent participation in child study workshops increases understanding of their children and support for the program.

59. Hoyt, Kenneth B., "Pupil Personnel Services for the Speciality-Oriented," Bulletin of the National Association of Secondary School

Principals, Vol. 52, No. 324 (Jan 1968) pp. 66-75.

High school counselors and counselors in area vocational schools need to maintain a close relationship and serve as consultants for each other. Specific activities which encourage a good professional relationship are listed. One important element is the exchange of information so that each school counselor has information for the speciality-oriented student. The high school counselor is often not well informed on opportunities in vocational schools. The area vocational school counselor can provide this information as a consultant.

60. Hunter, John, "Changing Roles in a Changing Society," Journal of the International Association of Pupil Personnel Workers, Vol. 11, No. 4 (Sept 1967) pp. 155-158.

Changing society and changing values require the school to establish clearly its role in education. The aim of education is discussed in terms of job training as contrasted with teaching to live. As a result of such changes elements in student teacher relationships must be modified. Education must be an on-going process and not confined to traditional approaches.

61. Jacques, Allan, "Some Observations on Educational Research," Journal of the International Association of Pupil Personnel Workers, (March 1961) pp. 19-20.

Problem formulation, term definition, formulation of a hypothesis, population selection, data collection methods, and data synthesis are discussed in relation to education research.

62. Jones, Wallace L., Jr. "On-the-Job Training for Pupil Personnel Workers," Journal of the International Association of Pupil Personnel Workers, (Dec 1961) pp. 31-32.

A description is given of in-service and on-the-job training programs for pupil personnel workers in Louisiana.

63. Kehas, Chris D., "Theoretical Formulations and Related Research." Review of Educational Research, Vol. 36, No. 2 (April 1966) pp. 207-218.

Two different orientations to the relationship between guidance and theory were characterized--the atheoretical orientation, crediting guidance with no independent substance and hence no need for its own theory, and the substantive orientation, in which guidance is seen as having an independent substance for which comprehensive theory can and should be formulated--and the implications for further development of theory were discussed. The major distinction advanced was between work premised on the assumption that guidance is a derivative of more basic disciplines and work which attempts to build independent theories of guidance.

Still evident is the need, cited in previous chapters on this topic, for general principles and theory. There has been, however, increased inquiry regarding theory and guidance, and the beginnings of theory-oriented research can be identified. Most contributions at this stage are discussions of theory; some advance theoretical constructs but none present full-blown theoretical systems of guidance.

64. Kell, Irma R., "Pre-Service and On-the-Job Training for Pupil Personnel Workers," Journal of the International Association of Pupil Personnel Workers, (Dec 1961) pp. 30-31.

New educational requirements and training programs have been set up for the pupil personnel program. The constituents of these programs, considered important for pupil personnel workers, are discussed.

65. Khan, Honorable Muhammad Zafrulla, "Convention Luncheon Address," Journal of the International Association of Pupil Personnel Workers, (Dec 1963) Vol. 8, No. 1, pp. 30-34.

Similarities in the work of pupil personnel services and that of the United Nations, in relation to children, are pointed out. Consideration of what both groups together can do to resolve problems, and improve the conditions of children are considered.

66. Klein, Alan F., "The Role of Authority," Journal of the International Association of Pupil Personnel Workers, (Dec 1961) pp. 23-28.

Definitions of authority are considered in terms of tradition, law, and psychology. The role of authority in an organization is discussed. In social work four kinds of authority recognized are institutional authority, administrative authority, professional authority, and psychological authority. Organizational rigidity and the misapplication of authority at higher levels can make a counselor's or a social worker's job difficult. The relationship of the sanctioning system (the school) and the social worker are discussed. (Two discussions of this article are included).

67. Koeppe, Richard P. and Bancroft, John F., "Elementary and Secondary School Programs," Review of Educational Research, Vol. 36, No. 2, April 1966, pp. 219-232.

In summary, it can be said that the literature of the last three years has shown an increased use of the concept of pupil personnel services or pupil services. Most writers, however, continue to stress the need to define more clearly the role of each member of the team and to combine them into one efficient, effective service.

Of significance is the increased interest in the role of the elementary school counselor. The literature describes the elementary school counselor in a variety of ways, often overlapping with other already existing pupil personnel workers. One group of writers sees the elementary school counselor as a professionally educated person whose major contribution is counseling, who will provide this service to all pupils, and whose education need not vary greatly from that now given to secondary school counselors. Another group of writers sees the elementary school counselor as a professionally educated person whose major contribution is consultation with teachers, parents, and principals; whose consultations will involve only those children who are having learning problems; and whose education needs to vary from that now given the secondary school counselor.

The need persists for research examining both the process and products of counseling, guidance, and pupil personnel programs. The need continues for persons at the school system level to write and share results and ideas. The need increases for all pupil personnel subdisciplines to work together and communicate regarding role definitions, organizational patterns, and special programs. This communication needs to involve pupil personnel workers in the schools, in state departments of education, and in the colleges and universities. Until these needs are met, the potential contribution of pupil personnel services to the total education program cannot be made.

68. Koeppe, Richard P. and Hays, Donald G., "Director of Pupil Services: Reflections and Perspectives," Counselor Education and

Supervision, Vol. IV, No. 3, (Spring 1965) pp. 125-130.

Persons with a guidance and counseling background are filling positions as Directors of Pupil Services. They bring to this position several strengths. They may bring shortcomings which can be overcome through on-the-job experience, and through selecting specific course work to broaden their perspectives of the overall school system.

69. Lee, Robert, "Seven Myths About Juvenile Delinquency," Journal of the International Association of Pupil Personnel Workers, (June 1962) pp. 3-8.

The following myths about juvenile delinquency are explored--(1) the simple cause, (2) the obvious symbol, (3) confined to the lower class, (4) an urban phenomenon, (5) unique to American, (6) caused by comic books, and (7) related to the family.

70. Liddle, Gordon and Fergusen, Donald, "Leadership for Guidance and Personnel Services," Bulletin of the National Association of Secondary School Principals, (Jan 1968) Vol. 52, No. 324, pp. 1-10.

The expansion of guidance and personnel services in the past ten years has placed new responsibilities upon the school principal. The principal must assume leadership in selecting and coordinating a team of specialists and paraprofessionals in a variety of roles. The programs and services of the personnel staff have taken on broader objectives. Developing personal relationships with students, adequate programs for the non-college-bound students, and mental health programs are among the objectives currently demanding administrative leadership.

71. Liddle, Gordon P. and Reighard, Gary W., "Directors of Pupil Personnel Services, Who are They? Where are They Going?" Psychology in the Schools, Vol. III, No. 4, (Oct 1966) pp. 342-348.

Directors of pupil personnel services are shaping their role in response to parent and teacher demands for competent assistance. They feel reasonably successful in getting the workers to pull together as a team, but under pressure to expand their services more rapidly than staff can be expanded, they are looking for more economical methods of assisting teachers and their students. While continuing the ameliorative roles of their workers, the directors are looking for ways to utilize the insights of their staff in the prevention of learning and emotional problems. They hope to increase the consultative functions of their staff. Despite a very high level of education and experience, and a basically optimistic, expansionist viewpoint, the directors feel a need for further training and an opportunity to learn more from one another.

72. Livingston, Inez B., "Is the Personnel Worker Liable?" Personnel and Guidance Journal, Vol. 43, No. 5, (Jan 1965) pp. 471-474.

With the purpose of resolving some of the questions concerning the legal liability of personnel workers, the two kinds of liability, criminal and civil, are discussed with their implications of negligence. Review of relevant statutes and/or court decisions from 1839 to the present show that although the state college or university itself, as a government institution, is generally sheilded by the state's sovereign immunity, the personnel worker has always been and continues to be liable for his own negligent acts. Medical care, transportation and privacy of communication are discussed as particularly important aspects of personnel work and their inherent dangers as pertains to liability for the personnel worker are pointed up by legal precedence. The lack of protection by the state and of the clarification of "safe" behavior in these areas makes it imperative that the prudent personnel worker protect himself against possible legal suit. He needs be knowledgeable of his legal position and, in addition, protect himself by considered behavior.

73. Maclver, John, "Banquet Address--'Creativity,'" Journal of the International Association of Pupil Personnel Workers, (December 1961) pp. 22-23.

A better climate for creativity should be developed. The school role in developing this climate is considered. The bridge between school and industry is creativity. More leisure is needed to do creative work.

74. Matthews, Robert, "Legal Aspects of Pupil Control, "Journal of the International Association of Pupil Personnel Workers, (December 1965) pp. 4-7.

Pupil discipline statutes in the state of Kentucky are described. The role of the teacher in relation to the doctrine of in loco parentis is considered. Eight general rules governing the infliction of corporal punishment are presented.

75. McNabola, F. Marie, "Recent Social Research Relevant to Pupil Personnel Work," Journal of the International Association of Pupil Personnel Workers, Vol VII, No. 2, pp. 4-15.

Four major areas of social research are discussed--(1) social planning actions related to major social problems, (2) the studies of the cognitive and motivational aspects of learning including studies of family interaction, (3) evaluations of the curriculums for the education and training of teachers, and (4) projects involving the services of mental health specialists in public school programs.

76. Miller, Carrol H., "Foundations." Review of Educational Research, Vol. 33, No. 2, April 1963, pp. 143-151.

Research in the area of foundations still lacks integration in terms of any large concept or set of concepts. Clearly, one immediate need is a definition that will set limits on the area of foundations. Within the definition arbitrarily adopted in this chapter, one focus of research that seems to be emerging centers about peer society and culture as they exist in schools and colleges. This focus is clearer now at the college than at the secondary school level.

A conspicuous feature of the literature concerned with the college level has been the appearance of broad syntheses of research in certain areas. At the secondary school level, reports of specific problems by individual investigators have been more common. Statements of concepts of guidance in schools and challenges of these have been so varied that they defy an interpretation of trends; they seem to reflect a welter of current opinion and practice.

On the level of philosophic inquiry, eclecticism appears to be less dominant than in the past, and some trend toward an interest in existentialism is appearing. Perhaps this reflects an influence from emphasis on therapeutic counseling, or it may reflect existential elements in the broad context of contemporary culture.

77. Milner, John G., "Growing Up in a Changing World," Journal of the International Association of Pupil Personnel Workers, (September 1961), pp. 6-13.

The following aspects of social change are discussed relative to their effect on the individual--increased mobility, the family's division into smaller units, new child rearing techniques and modified ethical standards and values. The problems of discipline and authority in parent-child relationships are considered.

78. Monderer, Jack H. and Johnson, Charles C., "Talking About Pupil Services--an Administrative Dialogue," Bulletin of the National Association of Secondary School Principals, Vol. 52, No. 324, (Jan 1968) pp. 24-36.

A discussion between a high school principal and the director of the pupil services program in Lexington, Massachusetts is presented. Among the issues discussed were services and responsibilities of the pupil personnel department and the problems of communication within school organizations. Frequent communication between all staff members is named as the basis of good program development.

79. Patterson, C.H., "Program Evaluation," Review of Educational Research, Vol 33, No. 2,(April 1963), pp. 214-224.

Although progress in the evaluation of counseling and guidance services is present, it has been relatively limited during the past three years. There has been an increase in controlled studies, but insufficient attention has been paid to methodological aspects of such research. Contradictory results are prevalent. These are probably related to differences in samples as well as to other factors noted in this chapter, such as duration and intensity of the services provided, nature or type of the services provided, and experience and skill of the counselor.

As in the past, some studies have found counseling and guidance services to be effective. In other studies, the results did not negate the null hypothesis. Some of the best controlled studies have yielded minimal or negative results. This state of affairs is not necessarily to be taken as support for the null hypothesis that counseling and guidance services make no difference. Rather it is related to a number of factors that make it impossible to compare studies or draw any conclusions from them as a group. These factors include the use of different and sometimes inappropriate criteria, some of which are inconsistent with the goals and objectives of education and counseling. In some cases, the criteria chosen are unreasonable in terms of what might be expected from the services provided. Berke (1956) has pointed out "expected changes in larger goal-related behaviors may be naively optimistic or presumptuous" (p. 346) following short-term counseling. It is hard to believe that investigators expect results from one or two interviews. Such studies are usually negative (e. g., Moore and Popham, 1960; Richardson, 1960; Searles, 1962,) except when the criterion is the acquisition of simple information or when vocational counseling of normal individuals is involved (Williams, 1962). Some of the best controlled studies that have reported minimum results (e. g., Broedel and others, 1960; Baymur and Patterson, 1960) have suggested that the extent or duration of the counseling involved was too limited.

As mentioned previously, another factor contributing to lack of results has been the use of inexperienced and inadequately trained counselors. The finding that such counselors are ineffective has no necessary relation to what might be found when experienced and well-trained counselors are used.

From the analysis of the deficiencies of current research, a number of suggestions or recommendations for future research are apparent:
1. Consideration must be given to the goals and objectives of counseling and guidance services and to the criteria relevant to the attainment of these goals and objectives developed and used in future studies.
2. Attention must be given to specifying and to defining the nature of the treatment variable in order that studies may be replicated and in order that one may know to what variables any results may be attributed. Study of specific, defined methods or services in terms of specific criteria will lead to knowledge of what leads to what and will enable investigators to select methods or approaches that will lead to desired criteria or outcomes (e. g., Davis, 1959).
3. An adequate test of the effects of counseling, especially when criteria of personality changes are used, must provide counseling services that are sufficiently extensive and intensive to provide realistic expectations for such changes. It is unreasonable to expect superficial one-interview counseling to have such effects.
4. Any adequate test of the influences or effects of counseling must be based upon the use of counselors who are trained and experienced and who have confidence in the methods or approaches they use.
5. Although it is of interest to study the effects of counseling on unmotivated clients or on clients who do not apply or volunteer for counseling, the primary concern is with individuals who are interested in or desirous of receiving counseling. Studies using involuntary clients are not a test of the effects of counseling in a normal counseling situation.
6. Long-term follow-up is necessary to ascertain the nature and persistence of effects. In some instances, there are delayed effects; in others, there may be superficial effects immediately following counseling which will not persist.

Controlled experiments which meet these requirements are difficult and expensive to conduct, not only in terms of experimental design and controls, but also in terms of time, including the duration of the experiment and the follow-up period. It would appear that, as in other areas of research, an adequate study requires more than the resources of a single investigator. The time is ripe for an extensive, long-term investigation with adequate financial support. in which existing knowledge may be applied to the conduct of meaningful research on the effects of counseling and guidance services.

80. Quane, Margaret G., "Work With Other School Personnel," Journal of the International Association of Pupil Personnel Workers, (Dec 1961) pp. 21-22.

The development of a practical working relationship in any school system is considered in terms of clarification, coordination. cooperation, consideration, and communication.

81. Reed, Harold J. and Stefflre, Buford, "Elementary and Secondary School Programs," Review of Educational Research, (April 1963) Vol. 33, No. 2, pp. 152-162.

In summary, it can be said that school guidance programs have continued to grow and to mature. However, most authorities seem to imply that it is necessary to define more clearly the roles of each member of the guidance or pupil personnel team or to combine them into one service under one discipline. Little progress appears to have been made at this point. It will not be made until all pupil personnel subdisciplines supplement their own efforts at role definition by working together toward a common end and as a total group join with other educational departments and administrators in determining the unique contribution of pupil personnel services to the total educational program.

82. St. Louis Public Schools, "A Study of Attitudes of Parents of Children in Public Elementary Schools of St. Louis Toward School Attendance," Journal of the International Association of Pupil Personnel Workers, (March 1963), Vol VII, No. 2, pp. 29-34.

A study is made of the attitudes of parents toward education, school and school attendance, and the effect of these attitudes upon the school attendance of children in the public elementary schools. 12 significant relationships between socioeconomic factors and school attendance were found. These factors were age, grade level, age of father, age of mother, education level of father, father's type of work, number of years in neighborhood, home ownership, number of persons living at home, gross family income, and income sources.

83. St. Louis Public Schools, "Pupil Personnel Services: St. Louis, Missouri," Journal of the International Association of Pupil Personnel Workers, (March 1967) Vol. XI, No. 2, pp. 79-86.

The philosophy of education in St. Louis Public Schools is presented. A brief history of the development of pupil personnel services in St. Louis is given. Selection of children for school social work services, the social work process, problems, and special services in St. Louis, are described.

84. School District of Philadelphia, "An Experiment in Intensive Special-Case Handling," Journal of the International Association of Pupil Personnel Workers, (March 1962) pp. 11-24.

Observations based upon work with multi-problem families are made. The role of the attendance worker, and reasons for his effectiveness in social work are discussed. Multi-problem families have great dependency needs. These families must be taught to reach a state of emotional as well as physical readiness for interdependence. A different image of the school must be cast in the minds of these families. A general description of the families is given. Problems in referral to other agencies are discussed. Communication difficulties, both written and verbal are desrcibed.

85. Shaw, Merville C., "Role Delineation among the Guidance Professions" Psychology in the Schools, Vol. 4, No. 1, (Jan 1967) pp. 3-13.

There is disagreement both among and within the professions of school counseling, school social work, and school psychology on proper roles in the schools. There is also disagreement over the proper clientele for each profession. The author suggests a core of functions among these professions which are the same. Clearly delineated objectives are needed by each profession before it establishes a distinct role.

86. Shaw, Merville C., "Role of Pupil Services with Significant Adults," Bulletin of the National Association of Secondary School Principals, Vol. 52, No. 324, (January 1968) pp. 76-87.

Pupil personnel specialists are not able to effectively serve each child as programs are now organized. Research with groups of parents and teachers suggests working with significant adults to influence children's learning environment. Working through significant adults is argued as a primary function of the pupil personnel specialists in elementary and secondary school years. The same skills of individual counseling would be used with both adults and children. This approach stands in contrast to the philosophy of pupil services which emphasizes a remedial-therapeutic approach.

87. Schreiber, Daniel, "Educational Programs for the Conservation of Human Resources," Journal of the International Association of Pupil Personnel Workers, Vol. VIII, No. 1, (Dec 1963) pp. 34-37.

The problems of a dropout in the modern technological society are discussed. School programs designed to prevent dropouts are described.

88. Schwarm, Oscar J., "A Total Attendance Program in the Conservation of Human Resources," Journal of the International Association of Pupil Personnel Workers, Vol. VII, No. 1, (Dec 1963) pp. 23-30.

The important components of a total program of attendance services discussed are--(1) understandings and effective communication within attendance staffs and between attendance and school staffs, (2) professional competency, (3) emphasis on attendance as the first responsibility of the school staff, (4) support of the position of the school, and (5) the unique contributions the attendance program brings to the school.

89. Senior, Clarence, "Community Problems Which Impede the Development of Optimum Educational Programs," Journal of the International Association of Pupil Personnel Workers, Vol. VIII, No. 1 (Dec 1963) pp. 17-21.

The situation of the immigrant in American life is discussed. The problem of poverty in a rich society is examined. The task of the schools is to help in the interpretation of a newcomer to his community and to teach the newcomer the ways of life in the big city. Deprived youngsters must solve their problems not through adjustment but through joint action with other community members.

90. Shear, Bruce E., "Teamwork in Pupil Personnel Services," Counselor Education and Supervision, Vol. 1, No. 4, (Summer 1962) pp. 199-202.

Three concepts of coordination or teamwork are developed briefly. The first concerns the unity of pupil personnel, in objectives and functions, with the total educational program of the elementary and secondary school. Within this concept personnel functions are included with the instructional role of the teacher. The second concept introduces the pupil personnel specialist assisting the teacher. Even as the specialist works directly with pupils and parents, the close teacher-specialist relationship should be maintained. The third concept has to do with the pupil personnel "team". There must be close working relationships among pupil personnel staff members and between them and out-of-school resources. However, in this teamwork within pupil personnel, administrators and teachers should be included.

91. Shear, Bruce E., "Team Action in Pupil Personnel," Bulletin of the National Association of Secondary School Principals, Vol. 52, No. 324, (Jan 1968) pp. 37-48.

The pupil personnel program needs coordination so that services are effective and complementary. Teamwork in the form of a case conference is one of the most effective means of bringing resources together. In some schedules, case conferences are regularly scheduled so that emphasis is placed upon a developmental approach rather than the infrequent crisis decisions. Pointers for conducting the conference are offered. Regular participation in case conferences can encourage better understanding among staff members and increase their knowledge of child development. Other aspects of teamwork in the pupil personnel program include system-wide meetings and communication with community programs.

92. Smith, Hyrum M., "Services for All of the Children of All of the People," Journal of the International Association of Pupil Personnel Workers, Vol. XI, No. 1 (Dec 1966) pp. 7-11.

The results of a survey of guidance programs in American schools are presented. The expanding role of pupil personnel services is considered. Trends in pupil personnel training programs, certification, using aides, inservice education, and research application are discussed.

93. Strowig, R. Wray and Farwell, Gail F., "Programmatic Research," Review of Educational Research, Vol. 36, No. 2, (April 1966) pp. 327-334.

Two rather neglected approaches to research in the counseling and personnel service area will be discussed in this chapter under the term programmatic research. Research can be viewed either from the standpoint of total program evaluation or from the standpoint of programs of research that extend longitudinally. In longitudinal programmatic terms there are many reports of research which are parts of a large research program but which in themselves are small pieces or little cross-sectional studies. These are most significant when they are understood as an integral aspect of a longitudinal programmatic research undertaking.

The literature in this field pertinent to total program evaluation is limited. A perusal of the last three issues of the Review of Educational Research on the current topic reveals quite clearly the paucity of total program research; this chapter reports no change in that state of affairs. A critical analysis of current reported research does not allow the reader to know whether the study being reported is integral to a much larger continuing programmatic research effort.

We would like to encourage reporters of research to make very clear to the consumers of research whether or not any given study is part of a larger total program of research and how the study ties in with previously reported studies. The explanation must go beyond a review of pertinent literature, to let the consumer know explicitly that this study reported by X is a direct outgrowth of the study by W, and that both studies are related to an overall program of research in such and such a way. We believe that this kind of reporting would be advantageous to the reporter and particularly to the consumer. More adequate assessment and interpretation of any single research piece should be enhanced. In making this suggestion we hope to influence the scope and method of reporting programmatic research in the professional journals.

94. Taber, Robert C., "Pupil Personnel Services in a World of Change," Journal of the International Association of Pupil Personnel Services, Vol. XII, No. 1, (Dec 1967) pp. 6-14.

Six trends characterize pupil personnel approaches to social problems--(1) downreach-programs for preschool children, (2) program improvement, (3) enlargement and extension of services, (4) collaboration with other agencies, (5) planning for the future, and (6) extended services for the mentally retarded. Uses of the computer in schools, new staffing practices, the Philadelphia psychiatric center, a program for unwed mothers, and a program for the rehabilitation of delinquents, all activities centered in the Philadelphia area, are discussed. Special services, as an integral part of an educational program will soon become the basic core of preventative services in the community.

95. Touzel, Bessie, "Referrals to Other Resources--Why and Where," Journal of the International Association of Pupil Personnel Workers, (June 1962) pp. 8-12.

No services can meet all the needs of a child, therefore a variety of services are necessary, and teamwork among them is essential for results. Referral depends upon what types of needs are met by the school system itself, community facilities, staff competence, and financial resources.

96. Tyrell, Roger S., "Retrievable Pupil Records," Journal of the International Association of Pupil Personnel Services, Vol. XII, No. 1, (Dec 1967) pp. 40-43.

Advantages of the use of data processing equipment for test scoring, payroll processing, taking attendance, and record keeping, are discussed. What information should be kept, and how or where it is kept are major questions which should be solved. Demonstration programs using electronic data processing equipment are described.

97. Wing, Lucy, "Staff Development Practices and Potentials," Bulletin of the National Association of Secondary School Principals, Vol. 52, No. 324 (Jan 1968) pp. 11-23.

Pupil personnel specialists in schools today have varying backgrounds and professional training. In-service training is an important means of integrating these specialists and providing an effective pupil personnel program. Staff development programs of various school districts are offered as examples of the directions which may be taken. Community orientation, recent research, professional interchange of ideas, and improvement of skills are among the foci of the programs discussed. Emphasis is placed upon the leadership of the school principal in staff development programs.

98. Yamamoto, Kaoru, "Interprofessional Attitudes Among School Personnel: A Preliminary Exploration," Journal of School Psychology, Vol. III, No. 4, (Summer, 1965) pp. 28-35.

To determine whether there is a stable image of each educational speciality held by other professional colleagues, two instruments were developed. These instruments were designed to measure interprofessional attitudes. They were administered to seven groups of graduate education students. Results were analyzed in terms of the students' major fields of study and their length of experience within these fields. Further lines of exploration are suggested.

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